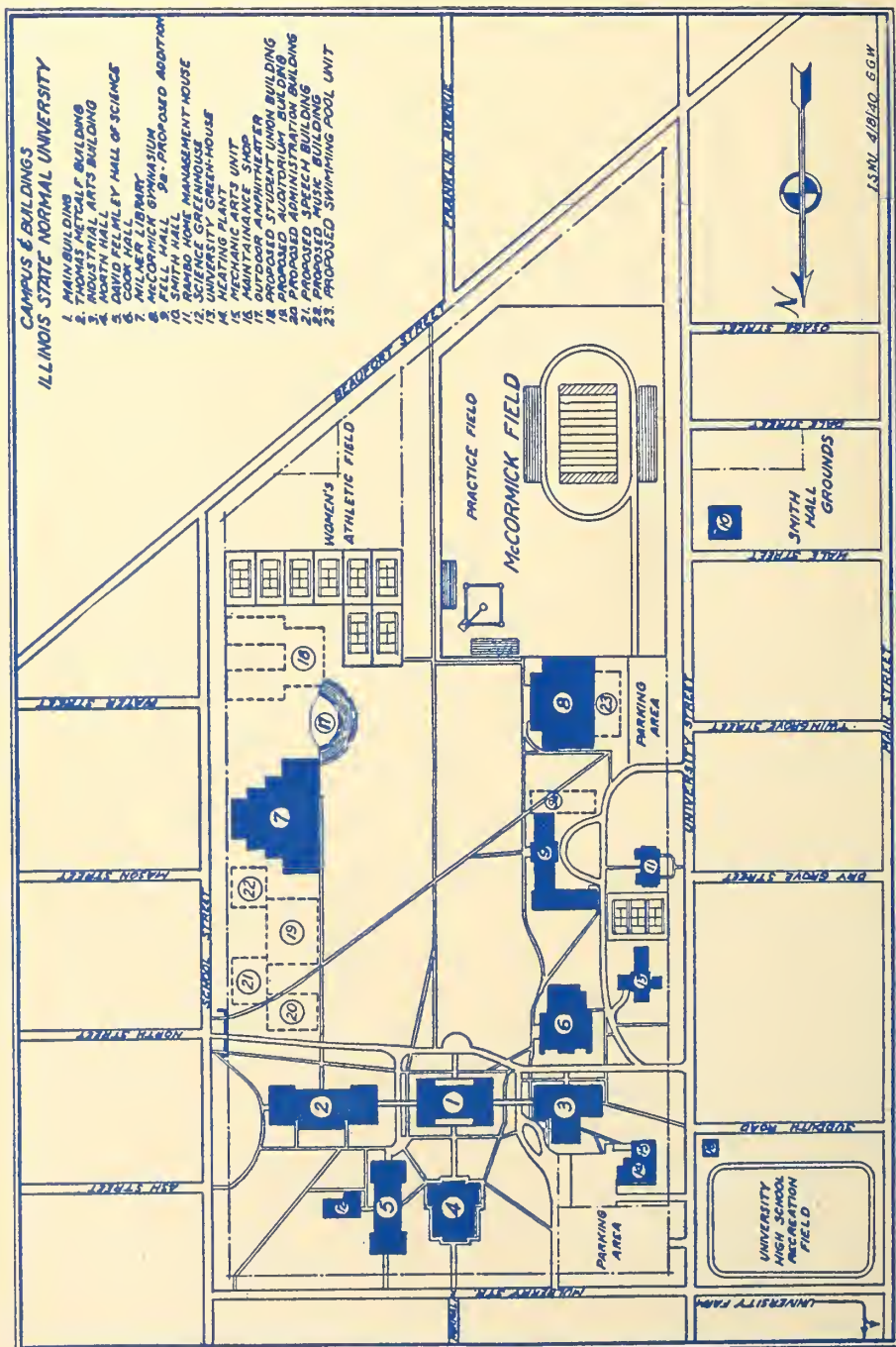


**ILLINOIS
STATE NORMAL
UNIVERSITY
BULLETIN**

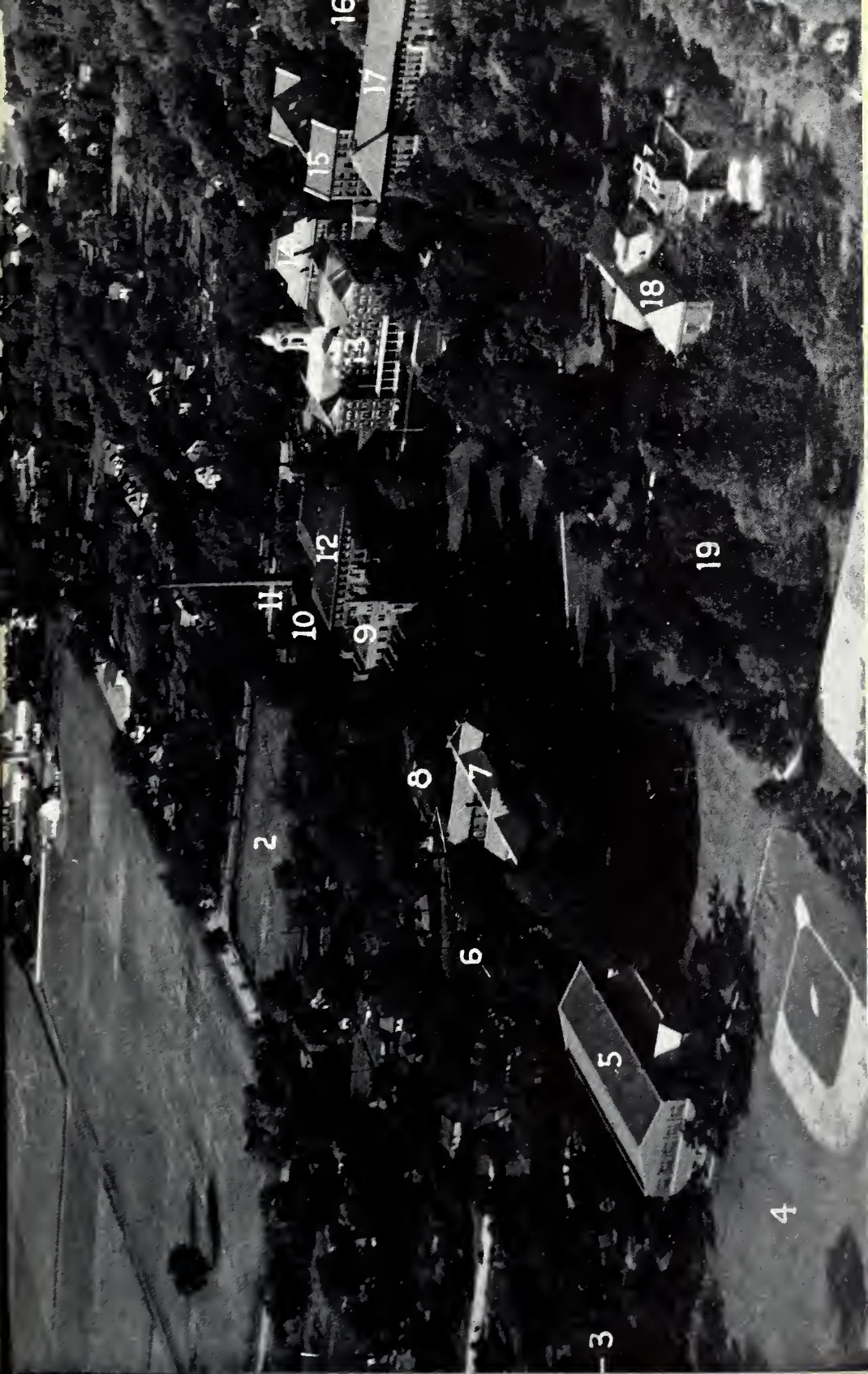


**EIGHTY-NINTH
CATALOG ISSUE
1947-1948**





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STATE OF ILLINOIS

DWIGHT H. GREEN, Governor

Illinois State Normal University Bulletin

Eighty-ninth

ANNUAL CATALOG ISSUE

With Announcements for 1947-1948

A State College for Teachers

Accredited by
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS
THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES

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IN THE PICTURES

AIR VIEW

1. University Farm, 2. University High School Recreation Field, 3. Smith Hall, 4. McCormick Athletic Field, 5. McCormick Gymnasium, 6. Rambo Home Management Houses, 7. Fell Hall, 8. University Greenhouse, 9. Cook Hall, 10. Mechanic Arts Unit, 11. Heating Plant, 12. Industrial Arts Building, 13. Old Main, 14. North Hall, 15. Felmley Hall of Science, 16. Science Greenhouse, 17. Metcalf Building, 18. Milner Library, 19. Outdoor Amphitheater.

MILNER LIBRARY

This building, completed in 1940 and the newest on the campus, is one of the outstanding libraries in the country in beauty and utility.

(155247)



HOW TO MAKE THE BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily detailed. The topics indicated below, in italics may be found through the Table of Contents or the Index.

IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Expenses and Financial Aids*. Please read every word before you decide definitely to enroll. Oftentimes students enter a university and then have to drop out after a few weeks or months because they do not have enough money to pay their expenses, which, though lower here than in most colleges, are naturally much higher than those in high school.
2. Turn to the subdivision entitled *Student Organizations and Activities* if you are interested in learning what extracurricular activities are found at this University.
3. Study carefully the sections entitled *Admission and Registration* and *Student Life*.
4. Study *Organization and Undergraduate Curricula of the University* to see the difference between elementary and secondary work.
5. Read the entire section entitled *Regulations Every Student Should Know* which will be of particular importance to all students.
6. Enjoy a preliminary visit to the University through the description found under *Buildings, Campus, and General Equipment*.

IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credit* in addition to the sections mentioned above.

IF YOU ARE A FORMER STUDENT:

1. Read again the *Regulations Every Student Should Know* as there may have been changes since you were last in school.
2. Be sure to know the requirements of your curriculum and of your teaching fields if you are in the secondary curriculum.

IF YOU ARE A GRADUATE STUDENT:

1. Read the entire section entitled *Graduate School*.
2. Inform yourself concerning the requirements of your curriculum as indicated on pages 79-80.

IF YOU ARE A VETERAN:

1. Read the section entitled *Services for War Veterans* found on page 34.

UNIVERSITY CALENDAR 1947-1948

Intersession, 1947

Three Weeks

Monday-Friday, June 2-6—Conservation Clinic—Registration, Monday, June 2—8:00-9:00 a.m.
Saturday, June 7—Registration, 8:00-12:00 a.m., 1:00-3:00 p.m.
Monday, June 9—Classwork begins.
Friday, June 27—Final Examinations.
Friday, June 27—Intersession ends.

Regular Summer Session, 1947

Eight Weeks

Saturday, June 28—Registration for University and University High School.
Monday, June 30—Classwork begins in University, University High School, and Metcalf Elementary School.
Thursday, July 3—Independence Day Vacation begins after scheduled classes.
Monday, July 7—Independence Day Vacation ends, 7:30 a.m.
Monday-Thursday, July 7-10—Athletic Coaching School.
Monday-Friday, July 7-11—Conference on Special Education.
Monday-Friday, July 7-11—Parent-Teacher Association Clinic.
Monday-Friday, July 14-18—Basic Reading Clinic.
Tuesday-Thursday, July 15-17—Educational Conference and Exhibit.
Monday-Friday, July 21-25—Advanced Reading Clinic.
Monday-Friday, July 28-August 1—Rural Education Clinic (Arithmetic).
Monday-Friday, August 4-8—Rural Education Clinic (Language Arts).
Thursday, August 21, and Friday a.m., August 22—Final Examinations.
Friday, August 22—Regular Session ends. Summer Commencement, 3:00 p.m.

First Semester, 1947

Monday, September 8—Registration in Metcalf Elementary School, University High School, and Off-Campus Affiliated Schools. University student teachers report to Directors of Divisions at 9:00 a.m.
Monday, September 8—Faculty Meeting, 3:00 p.m.
Monday, September 8—Meeting of Faculty Counselors, 4:30 p.m.
Tuesday, September 9—Freshmen report as directed, 9:15 a.m. Every entering Freshman must be present from September 9 through 12 to complete registration and meet other requirements.
Friday, September 12—Registration for former Freshmen and Upperclassmen.
Monday, September 15—All University classwork begins. Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.
Friday and Saturday, October 31 and November 1—Annual Homecoming.
Wednesday, November 26—Thanksgiving Vacation begins, 12:00 noon.
Monday, December 1—Thanksgiving Vacation ends, 8:00 a.m.
Tuesday, December 23—Christmas Vacation begins after scheduled classes.

1948

Monday, January 5—Christmas Vacation ends, 8:00 a.m.
Monday-Thursday, January 19-22—Semester Examinations.
Friday, January 23—First Semester ends.

Second Semester, 1948

Monday and Tuesday, January 26 and 27—Registration.
Tuesday, January 27—Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.
Wednesday, January 28—Classwork begins.
Monday, March 1—Central Division of Illinois Education Association. Campus and affiliated schools not in session.
Friday, March 19—Spring Vacation begins after scheduled classes.
Tuesday, March 30—Spring Vacation ends, 8:00 a.m.
Monday-Thursday, May 31-June 3—Semester Examinations.
Sunday, June 6—Baccalaureate.
Monday, June 7—Alumni Reunion and Luncheon.
Monday, June 7—University Commencement, 3:00 p.m.

STATE OF ILLINOIS

DWIGHT H. GREEN
Governor

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THE TEACHERS COLLEGE BOARD

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Under the provisions of the Civil Administrative Code Illinois State Normal University is governed by a board consisting of eleven members, known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board and the Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the Governor for terms of six years. This Board is the governing body for the five state teachers colleges of Illinois.

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* The President and Dean are ex-officio members of all committees. The Registrar is an ex-officio member of the Commencement and Public Relations Committees. The Coordinators are ex-officio members of the committees of their respective areas.

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FACULTY

1946-1947

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* *Note.*—Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

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B.Mus.Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois State Normal University; Illinois State Normal University; Juilliard School of Music.
- ROBERT I. BRIGHAM, Ph.D., (1946) *Associate Professor of English*
A.B., Clark University; B.S. in Ed., A.M., M.Ed., Ph.D., University of Missouri.
- RICHARD GIBBS BROWNE, Ph.D., (1928) *Professor of Social Science*
Head of the Department of Social Science
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois State Normal University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.
- ROSE BURGESS BUEHLER, A.M., (1930) *Assistant Professor and Supervising Teacher in the Fourth Grade*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Wheaton College; Teachers College, Columbia University; Northwestern University.
- MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home Economics*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; University of Illinois; University of California.
- ETHEL M. BURRIS, A.M., (1936) *Assistant Professor of Education*
Ph.B., A.M., University of Chicago; University of Illinois; Teachers College, Columbia University; Harvard University; Oxford University.
- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Foreign Languages (Emerita)*
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago; University of Wisconsin; University of Illinois.
- WANETA S. CATEY, A.M., (1946) *Instructor in Education*
B.S., University of Illinois; A.M., Colorado College of Education; Eastern Illinois State Teachers College.
- HELEN M. CAVANAGH, Ph.D., (1946) *Assistant Professor of Social Science*
A.B., Randolph Macon Womens College, Lynchburg, Virginia; A.M., Ph.D., University of Chicago.
- ZORA CERNICH, M.A., (1946) *Instructor in Health and Physical Education*
A.B., Harris Teachers College, St. Louis, Missouri; M.A., University of Iowa.
- HUBERTA CLEMANS, Ed.D., (1936) *Assistant Professor and Supervising Teacher in the Sixth Grade*
A.B., Cornell College; M.A., Ed.D., Teachers College, Columbia University; University of Illinois.
- JOSEPH T. COGDAL, A.M., (1927) *Associate Professor of Health and Physical Education*
A.B., James Millikin University; A.M., University of Illinois; Northwestern University; Illinois State Normal University.
- EDWARD LEROY COLE, Ed.D., (1931) *Associate Professor of Education*
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State Normal College.
- RUTH L. COLE, M.A., (1944) *Instructor and Supervising Teacher in the Second Grade*
B.Ed., National College of Education; M.A., Northwestern University; University of Wisconsin; Washington University.

- FRANCES CONKEY, M.S., (1936) *Associate Professor of Home Economics*
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College; Teachers College, Columbia University.
- MARGUERITE REGINA CONNELL, Ed.D., (1928) *Associate Professor of Foreign Languages*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; University of Chicago; University of Colorado.
- BERNICE COOPER, Ph.D., (1944) *Associate Professor of Health and Physical Education*
B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University; Grinnell College.
- MARGARET COOPER, Ed.D., (1932) *Professor of Education*
Director of the Division of Elementary Education
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University Health Service (Emerita)*
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York Post Graduate Medical School; Washington University Medical School.
- MABEL PERCIE CROMPTON, S. M., (1924) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- CLARENCE LEROY CROSS, M.S., (1925) *Associate Professor of Physical Science*
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell University.
- DALE DAVIDSON, B.Ed., (1947) *Assistant in Industrial Arts*
B.Ed., Illinois State Normal University; University of Minnesota.
- ALTA JOSEPHINE DAY, M.A., (1928) *Assistant Professor of Business Education*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.
- B. ELIZABETH DEAN, M.S., M.P.H., (1934) *Assistant Professor of Biological Science*
A.B., Ottawa University; M.S., University of Iowa; M.P.H., University of Minnesota; University of Michigan; University of Wisconsin.
- * CHARLES ERNEST DECKER, Ed.D., (1925) *Professor of Education*
Director of the Division of Secondary Education
A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University; Nova Scotia Normal College; University of Illinois.
- WILLIAM E. DE CLARK, A.M., (1946) *Assistant Professor of English*
A.B., Butler University; A.M., University of Illinois; University of North Carolina.
- WILLIAM I. DE WEES, Ed.D., (1937) *Associate Professor of Education*
B.S., A.M., University of Illinois; Ed.D., The Pennsylvania State College; University of Chicago; State Teachers College, Fort Hays, Kansas.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.
- CLAUDE M. DILLINGER, Ph.D., (1944) *Associate Professor of Psychology*
B.S., State Teachers College, Kirksville, Missouri; A.M., Ph.D., University of Missouri.

* Leave of absence in 1946-1947 school year.

- MARIE M. DIRKS, Ph.D., (1946) *Professor of Home Economics*
Director of the Division of Home Economics Education
Head of the Department of Home Economics
 B.S., University of Nebraska; M.S., University of Minnesota; Ph.D., Ohio State University; Colorado State College, Fort Collins; Iowa State College.
- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
 B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F. University, France.
- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*
 B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State Teachers College; University of Wisconsin.
- ALICE L. EBEL, A.M., (1934) *Assistant Professor of the Teaching of Social Science*
 A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers.
- DORATHY ECKELMANN, A.M., (1945) *Assistant Professor of Speech*
 B.S. in Ed., Southeast State Teachers College, Cape Girardeau, Missouri; A.M., University of Missouri; University of Iowa; Illinois State Normal University.
- ALICE M. EIKENBERRY, M.A., (1945) *Assistant Professor of the Teaching of Social Science*
 B.A., Iowa State Teachers College, Cedar Falls; M.A., University of Iowa; Northwestern University.
- CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*
 Illinois State Normal University; Massachusetts Normal Art School.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of Foreign Languages*
 Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonetique, University of Paris; Valparaiso University; University of California.
- G. HARLOWE EVANS, Ph.D., (1946) *Associate Professor of Physical Science*
 B.S., M.S., Ph.D., University of Michigan; Taylor University; University of Iowa.
- LURA M. EYESTONE, B.S., (1901) *Instructor and Supervising Teacher (Emerita)*
 B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.
- WINIFRED R. FARLOW, M.A., (1945) *Instructor in Education*
 B.Ed., Illinois State Normal University; M.A., University of Iowa; Western Illinois State Teachers College.
- HOWARD I. FIELDING, Ph.D., (1944) *Associate Professor of English*
 A.B., Mt. Union College, Alliance, Ohio; Ph.D., University of Wisconsin; Denison University, Granville, Ohio.
- THOMAS D. FITZGERALD, M.D. (1947) *Professor of Health Education*
Director of University Health Service
 B.S., Rockhurst College; M.S.P.H., University of Michigan; M.D., St. Louis University.
- ELINOR BERTHA FLAGG, M.S., (1925) *Assistant Professor of Mathematics*
 B.S., M.S., University of Illinois; Eastern Illinois State Teachers College; University of Chicago; University of Colorado; Washington University.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*
 B.S., M.A., University of Minnesota; University of Chicago; Moorhead State Teachers College; St. Cloud State Teachers College; Teachers College, Columbia University.

- ESTHER L. FRENCH, Ph.D., (1944) *Professor of Health and Physical Education*
Head of the Department of Health and Physical Education for Women
 B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University; Northwestern University; Lincoln College.
- BERNICE GERTRUDE FREY, A.M., (1930) *Assistant Professor of Health and Physical Education*
 B.A., Ohio Wesleyan University; A.M., Ohio State University; University of Wisconsin; University of California; University of Colorado; University of Iowa.
- HAROLD EUGENE FRYE, M.A., (1931) *Assistant Professor of Health and Physical Education*
 B.Ed., University of Akron; M.A., New York University; Ohio State University.
- LENORE GEWEKE, Ph.D., (1944) *Assistant Professor of Foreign Languages*
 B.A., Northwestern College, Watertown, Wisconsin; M.A., Ph.D., University of Wisconsin.
- ARLEY FREDERICK GILLET, M.A., (1944) *Instructor in Health and Physical Education*
 B.Ed., Illinois State Normal University; M.A., New York University.
- F. RUSSELL GLASNER, Ph.D., (1935) *Associate Professor of Social Science*
 B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- NEAL E. GLENN, M.S., (1945) *Assistant Professor of Music*
 Ph.B., B.M., M.S., University of Wisconsin; State Teachers College, LaCrosse, Wisconsin; University of Minnesota; Northwestern University.
- JAMES GOFF, B.Ed., (1946) *Assistant in Health and Physical Education*
 B.Ed., Illinois State Normal University; Indiana University.
- RALPH URBAN GOODING, Ph.D., (1931) *Professor of Physical Science*
Head of the Department of Physical Science
 B.S., Ph.D., University of Wisconsin.
- MIRIAM GRAY, Ed.D., (1946) *Associate Professor of Health and Physical Education*
 A.A., Cottey College, Nevada, Missouri; B.S. in Ed., University of Missouri; M.A., Ed.D., Teachers College, Columbia University.
- NINA E. GRAY, Ph.D., (1935) *Associate Professor of Biological Science*
 B.A., DePauw University; M.S.P.H., University of North Carolina; M.A., Ph.D., University of Wisconsin; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School.
- JOHN WILLIAM GREEN, M.S., (1939) *Assistant Professor of Agriculture*
 B.S., Purdue University; M.S., University of Illinois; University of Chicago.
- ELSIE MORRELL GRIME, M.A., (1942) *Assistant Professor and Supervising Teacher in the Kindergarten*
 B.S., M.A., University of Minnesota; State Teachers College, Winona, Minnesota; University of Colorado.
- EDNA MAY GUEFFROY, A.M., (1929) *Assistant Professor of Geography*
 B.Ed., Illinois State Normal University; A.M., Clark University; University of Chicago; University of Washington; University of Hawaii.
- ** LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*
 B.Ed., Illinois State Normal University; M.A., University of Iowa; Teachers College, Columbia University; University of Illinois.

** Leave of absence, second semester, 1946-1947 school year.

- GERTRUDE M. HALL, A.M., (1936) *Assistant Professor
Director of Alumni Relations
Director of Publicity*
A.B., Stephen F. Austin State Teachers College, Nacogdoches, Texas; A.M., University of Illinois; Illinois State Normal University; Teachers College, Columbia University.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching
of English (Emerita)*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- CHESTER MALCOLM HAMMERLUND, M.S., (1929) *Assistant Professor of
Industrial Arts*
B.S., M.S., University of Illinois; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Associate Professor of Health and
Physical Education
Director of Athletics*
B.S., M.S., University of Wisconsin; Indiana University.
- DELMA E. HARDING, M.S., (1946) *Assistant Professor of Biological Science*
B.A., M.S., University of Iowa; Iowa State College; University of Michigan Biological Station, Douglas Lake.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*
B.S., M.S., University of Illinois; Southern Illinois State Normal University.
- ANNIE WEZETTE HAYDEN, M.A., (1921) *Assistant Professor and Supervising
Teacher in the First Grade*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois State Normal University; University of Illinois.
- STELLA VAN PETTEN HENDERSON, Ed.D., (1933) *Associate Professor of
Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Northwestern University.
- RUTH HENLINE, M.A., (1926) *Assistant Professor of English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; M.A., Northwestern University.
- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English
Head of the Department of English*
A.B., Nebraska Wesleyan University, Lincoln; A.M., University of Nebraska; Ph.D., University of Maryland.
- EUGENE LEONARD HILL, M.A., (1929) *Assistant Professor of Health and
Physical Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; Colorado State College of Education.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois.
- FRANCES P. HOFFMAN, Ph.D., (1946) *Associate Professor of Health and
Physical Education*
B.S.P.E., Arnold College, New Haven, Connecticut; B.S., M.A., Ph.D., New York University; University of Wisconsin; Teachers College, Columbia University.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech
Director of the Division of Speech Education
Head of the Department of Speech*
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.

- MANFRED J. HOLMES, B.L., (1897) *Professor of Education (Emeritus)*
B.L., Cornell University; State Normal School, Winona, Minnesota; University of Chicago.
- MAX HONN, A.B., (1932) *Instructor in Printing*
A.B., Illinois Wesleyan University; The Pennsylvania State College; University of Illinois.
- F. LOUIS HOOVER, Ed.D., (1944) *Professor of Art*
Director of the Division of Art Education
Head of the Department of Art
B.S., North Texas State Teachers College, Denton; M.A., Teachers College, Columbia University; Ed.D., New York University.
- CLIFFORD EMORY HORTON, Ed.D., (1923) *Professor of Health and Physical Education*
Director of the Division of Health and Physical Education
Head of the Department of Health and Physical Education for Men
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Professor of Education*
Principal, University High School
B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University; University of Chicago.
- VERNA A. HOYMAN, M.A. in Ed., (1946) *Instructor in English*
B.A., Iowa State Teachers College, Cedar Falls; M.A. in Ed., Northwestern University; University of Iowa; University of Chicago.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture*
Director of the Division of Agriculture Education
Head of the Department of Agriculture
B.S., M.S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University; Colorado State Agricultural College.
- RUTH CHARLOTTE HUGGINS, A.M., (1937) *Assistant Professor of the Teaching of English*
A.B., Knox College; A.M., University of Illinois; Ed.M., Harvard University; Wellesley College; University of Chicago.
- LESLIE M. ISTED, A.M., (1940) *Assistant Professor of Music*
B.M.E., Northwestern University; A.M., Indiana University; Oregon State College, Corvallis; University of Oregon.
- HOWARD J. IVENS, A.M., (1934) *Assistant Professor of Physical Science*
A.B., Northern Michigan State Teachers College; A.M., University of Michigan; University of Minnesota.
- MARIE JESSA, M.A., (1946) *Instructor in Business Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; University of Missouri.
- BLOSSOM JOHNSON, M.A., (1945) *Instructor in Home Economics*
B.S., The Stout Institute; M.A., Louisiana State University.
- JOHN A. KINNEMAN, Ph.D., (1927) *Associate Professor of Social Science*
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University; State Normal School, West Chester, Pennsylvania; University of Chicago.
- LUCILE KLAUSER, M.A. in Ed., (1942) *Instructor in the Teaching of English*
B.A., DePauw University; M.A. in Ed., University of Illinois.

- EMMA R. KNUDSON, Ph.D., (1934) *Professor of Music*
Director of the Division of Music Education
Head of the Department of Music
 B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Ph.D., Northwestern University; Jewell Lutheran College; Bush Conservatory of Music; Teachers College, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, Ph.D., (1934) *Associate Professor of Business Education*
 B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., Ph.D., University of Iowa; University of Illinois; Northwestern University.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science*
 A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education*
 B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.
- HARRY OWEN LATHROP, Ph.D., (1933) *Professor of Geography*
Head of the Department of Geography
 B.Ed., Illinois State Normal University; S.M., University of Chicago; Ph.D., University of Wisconsin.
- LAVERN E. LAUBAUGH, A.M., (1937) *Assistant Professor of Agriculture*
 B.S., Michigan State College; A.M., University of Michigan; University of Illinois; Ohio State University.
- ELLA C. LEPPERT, M.A., (1945) *Assistant Professor of the Teaching of Social Science*
 B.A., Carleton College, Northfield, Minnesota; M.A., University of Wisconsin; University of North Dakota; Teachers College, Columbia University.
- ELDEN A. LICHTY, Ed.D., (1945) *Associate Professor of Education*
Principal, Metcalf Elementary School
 B.S. in Ed., State Teachers College, Kirksville, Missouri; A.M., Ed.D., University of Missouri.
- HARRY D. LOVELASS, A.M., (1946) *Assistant Professor of Psychology*
 B.S., Eastern Illinois State Teachers College; A.M., University of Illinois.
- WILLIAM R. LUECK, Ph.D., (1936) *Assistant Professor of Education*
 B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- BLANCHE MCAVOY, Ph.D., (1926) *Associate Professor of the Teaching of Biological Science*
 B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.
- CLYDE T. MCCORMICK, Ph.D., (1944) *Associate Professor of Mathematics*
 A.B., A.M., University of Illinois; Ph.D., Indiana University; Eastern Illinois State Teachers College; University of Michigan.
- * NEVA MCDAVITT, A.M., (1929) *Assistant Professor of Geography*
 B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University; University of Wisconsin; University of Illinois.
- HELEN MCEWEN, M.A., (1946) *Instructor in Business Education*
 B.B.A., Lake Forest College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois.
- HELEN E. MARSHALL, Ph.D., (1935) *Associate Professor of Social Science*
 A.B., College of Emporia; A.M., University of Chicago; Ph.D., Duke University; University of Colorado.

* Leave of absence in 1946-1947 school year.

- STANLEY S. MARZOLF, Ph.D., (1937) *Associate Professor of Psychology*
A.B., Wittenberg College; A.M., Ph.D., Ohio State University.
- HAZEL MESSIMORE, M.A., (1946) *Assistant Professor of Foreign Languages*
A.B., Wittenberg College; M.A., Middlebury College; University of Colorado; Western Reserve University; National University of Buenos Aires.
- LEE WALLACE MILLER, Ph.D., (1935) *Associate Professor of Biological Science*
B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- MARION G. MILLER, M.A., (1937) *Assistant Professor of Art*
Ph.B., University of Chicago; M.A., University of California; University of Illinois; Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan; Ohio State University.
- CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics*
Head of the Department of Mathematics
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin; University of Michigan.
- CLIFFORD WALTER MOORE, A.M., (1928) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; A.M., University of Illinois.
- HAROLD A. MOORE, M.S., (1947) *Instructor in Physical Science*
B.S., M.S., University of Illinois.
- MARGARET R. MURLEY, M.S., (1946) *Assistant Professor of Biological Science*
B.A., Iowa State Teachers College, Cedar Falls; M.S., Northwestern University; Iowa State College.
- THELMA NELSON, M.A., (1931) *Assistant Professor of English*
B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado; Washington University.
- BURTON L. O'CONNOR, M.A., (1937) *Assistant Professor of the Teaching of Health and Physical Education*
Director of University High School Athletics
B.A., Cornell College; M.A., University of Iowa; University of Illinois; The Pennsylvania State College.
- ** ALICE ROXANNE OGLE, M.A., (1932) *Assistant Professor of Art*
A.B., Colorado College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Associate Professor of English*
A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.
- CLARENCE ORR, A.M., (1929) *Associate Professor of Social Science*
Director of Extension Service
A.B., A.M., University of Illinois; University of Iowa; Des Moines University; James Millikin University; The Pennsylvania State College.
- MARY R. PARKER, M.A., (1942) *Instructor in Art*
B.S.A., MacMurray College; M.A., University of Iowa; Chicago Art Institute.
- ROSE ETOILE PARKER, Ph.D., (1931) *Professor of Education*
Director of the Division of Special Education
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.
- CECILIA H. PEIKERT, M.S., (1945) *Director of Museums*
A.B., Central Michigan College of Education, Mount Pleasant; M.S., University of Michigan; University of Colorado.

** Leave of absence, second semester, 1946-1947 school year.

- HARLAN W. PEITHMAN, Ed.D., (1937) *Associate Professor of Music*
A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Ed.D., Teachers College, Columbia University; Williams Band and Orchestra School, Saugerties, New York; Internationale Mozarteum, Salzburg, Austria; University of Iowa; University of Illinois.
- MARGARET KATHERINE PETERS, M.S., (1930) *Assistant Professor of Business Education*
B.S., Indiana University; M.S., New York University; University of Chicago; Cambridge University; University of Washington; University of Colorado.
- EARL H. PETERSON, Ph.D., (1946) *Associate Professor of English*
A.B., University of Colorado; M.A., State College of Washington; Ph.D., University of Illinois; University of Iowa; University of Chicago.
- † HARVEY ANDREW PETERSON, Ph.D., (1909) *Professor of Psychology (Emeritus)*
A.B., University of Chicago; A.M., Harvard University; Ph.D., University of Chicago.
- LLOYD O. POLAND, Ph.D., (1944) *Associate Professor of Physical Science*
A.B., Butler University; M.A., Syracuse University; Ph.D., Cornell University.
- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English*
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- RALPH W. PRINGLE, M.S., (1913) *Professor of Education (Emeritus)*
B.S., St. Lawrence University; A.B., Harvard University; M.S., St. Lawrence University.
- ** HOWARD O. REED, Ed.M., (1944) *Assistant Professor of Industrial Arts*
B.S., Bradley Polytechnic Institute; M.A., Northwestern University; Ed.M., University of Illinois; Eastern Illinois State Teachers College; University of Missouri; Indiana University.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- DONALD T. RIES, Ph.D., (1946) *Assistant Professor of Biological Science*
B.S., Cornell University; M.S., Michigan State College; Ph.D., Cornell University.
- T. E. RINE, M.S., (1941) *Assistant Professor of the Teaching of Mathematics*
B.Ed., State Teachers College, LaCrosse, Wisconsin; M.S., University of Iowa.
- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925) *Associate Professor of Biological Science*
B.A., Wellesley College; M.A., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- * ELIZABETH RUSSELL, M.A., (1935) *Assistant Professor and Supervising Teacher in the Fourth Grade*
A.B., University of Iowa; M.A., Teachers College, Columbia University; George Peabody College for Teachers.
- HERMAN HENRY SCHROEDER, A.M., (1913) *Dean Emeritus of the University Professor of Education*
Ph.B., Cornell College; A.M., University of Chicago; Teachers College, Columbia University.

† Deceased, January, 1947.

** Leave of absence, second semester, 1946-1947 school year.

* Leave of absence in 1946-1947 school year.

- GRACE REBECCA SHEA, M.A., (1927) *Instructor and University Nurse*
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M. in Ed., (1938) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.M. in Ed., Eastman School of Music, Rochester, New York.
- VIOLET LA VERA SIMPSON, M.A., (1947) *Instructor in Home Economics*
Director of Food Services
B.S., University of Colorado; M.A., Columbia University; Cornell College; Iowa State Teachers College, Cedar Falls; University of Iowa; Knox College; Iowa State College.
- GWEN SMITH, Ph.D., (1946) *Assistant Professor of Health and Physical Education*
B.S., M.A., Southwest Texas Teachers College, San Marcos; Ph.D., University of Iowa.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science*
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.
- FRED S. SORRENSEN, Ph.D., (1920) *Associate Professor of Speech*
A.B., Mount Morris College; B.E., M.E., Columbia College of Drama and Radio; A.M., Ph.D., University of Michigan; Central College of Education, Mount Pleasant, Michigan; Teachers College, Columbia University; Harvard University; Northwestern University; University of Chicago.
- ETHEL GERTRUDE STEIN, M.A., (1944) *Instructor and Supervising Teacher in the Seventh Grade*
B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University.
- ETHEL GERTRUDE STEPHENS, M.A., (1919) *Assistant Professor of Social Science (Emerita)*
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago; University of Colorado.
- RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*
Director of the Division of Industrial Arts Education
Head of the Department of Industrial Arts
B.S., Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo, Michigan; Central State Teachers College, Mount Pleasant, Michigan.
- RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois State Normal University; University of Southern California.
- ** EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Health and Physical Education*
A.B., DePauw University; M.S., Indiana University; University of Missouri; University of Illinois.
- LUCY LUCILE TASHER, Ph.D., (1935) *Associate Professor of Social Science*
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Associate Professor of English*
B.A., M.A., Ph.D., University of Iowa; University of Chicago.
- CHRISTINE AUGUSTA THOENE, M.A., (1918) *Assistant Professor and Supervising Teacher in the Fifth Grade*
A.B., Iowa State Teachers College, Cedar Falls; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois.

** Leave of absence, second semester, 1946-1947 school year.

- HERMAN R. TIEDEMAN, Ph.D., (1946) *Associate Professor of Psychology*
B.Ed., State Teachers College, Winona, Minnesota; M.A., Ph.D., University of Iowa.
- * GLADYS TIPTON, M.S. in Ed., (1936) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.S. in Ed., Northwestern University; Syracuse University; University of Illinois; Teachers College, Columbia University.
- BJARNE R. ULLSVIK, Ph.D., (1945) *Associate Professor of Mathematics*
B.S., M.S., Ph.D., University of Wisconsin.
- DALE B. VETTER, Ph.D., (1941) *Associate Professor of the Teaching of English*
A.B., North Central College; M.A., Ph.D., Northwestern University; University of Chicago.
- * ESTHER VINSON, A.M., (1926) *Associate Professor of English*
A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of Iowa; University of Chicago.
- * NELL BLYTHE WALDRON, Ph.D., (1934) *Associate Professor of Social Science*
B.A., M.A., Ph.D., Northwestern University; Kansas State Teachers College; University of Chicago.
- MAE CLARK WARREN, M.S., (1936) *Assistant Professor of Home Economics*
Dean of Girls, University High School
B.S., M.S., Iowa State College.
- ARTHUR WELDON WATTERSON, S.M., (1946) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago; Blackburn College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Business Education*
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago; Teachers College, Columbia University.
- DONALD LE ROY WEISMANN, Ph.M., (1940) *Assistant Professor of Art*
B.E., State Teachers College, Milwaukee, Wisconsin; Ph.M., University of Wisconsin; University of Minnesota; Harvard University.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University; American Conservatory of Music, Chicago.
- HARRIET R. WHEELER, M.A., (1946) *Instructor in Business Education*
B.A., Augustana College; M.A., University of Iowa; Cornell College; Gregg College; University of Illinois.
- WILLIAM V. WHITE, B.Ed., (1934) *Assistant in Printing*
Director of University Press
B.Ed., Illinois State Normal University; University of Illinois.
- JENNIE ALMA WHITTEN, Ph.D., (1919) *Professor of Foreign Languages*
Head of the Department of Foreign Languages
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- ARTHUR ROWLAND WILLIAMS, A.M., (1914) *Associate Professor of Business Education (Emeritus)*
A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- BERNALILLO WILLIAMS, M.A., (1944) *Assistant Professor of the Teaching of English*
B.Ed., Illinois State Normal University; M.A., University of Colorado; University of Chicago.

* Leave of absence in 1946-1947 school year.

- * LELA WINEGARNER, A.M., (1933) *Instructor in the Teaching of English*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Colorado; University of Illinois.
- RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin; University of Southern California.
- JESSE EMMERT YOUNG, Ph.D., (1939) *Assistant Professor of Biological Science*
A.B., Manchester College, Indiana; M.S., Ph.D., Purdue University.
- * ORVILLE L. YOUNG, M.S., (1939) *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., Ohio State University; Cornell University; The Pennsylvania State College.

LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Associate Professor and Head Librarian*
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Assistant Librarian*
A.B., Friends University; B.L.S., M.S. in L.S., University of Illinois Library School.
- CLARA LOUISE GUTHRIE, M.S., (1932) *Assistant Professor and Assistant Librarian*
A.B., Hastings College; B.S., M.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian*
B.Ed., Illinois State Normal University.
- MARGARET LAWRENCE, M.A., (1939) *Assistant Librarian*
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*
Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, M.A., (1923) *Assistant Librarian*
A.B., University of Wisconsin; M.A., Graduate Library School, University of Michigan; Library School, University of Wisconsin; Graduate Library School, University of Chicago.
- EUNICE H. SPEER, M.S., (1944) *Assistant Professor and Assistant Librarian*
B.S., Kansas State Teachers College, Emporia; B.S. in L.S., University of Illinois Library School; M.S., University of Illinois.
- †† MARY K. STEWART, B.S. in L.S., (1946) *Assistant Librarian*
B.A., University of Toronto; B.S. in L.S., Western Reserve University.
- †† LOUISE M. STUBBLEFIELD, M.S., (1942) *Assistant Librarian*
B.Ed., Illinois State Normal University; B.S. in L.S., University of Illinois; M.S., School of Library Service, Columbia University.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Professor and Assistant Librarian*
B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota; Harvard University.

* Leave of absence in 1946-1947 school year.

†† Resigned.

AFFILIATED SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

- JOHN L. REUSSER, Ph.D., (1944) *Associate Professor of Education*
Principal of Illinois Soldiers' and Sailors' Children's School
 B.A., M.A. in Ed., Ph.D., University of Iowa; Upper Iowa University.
- MAY GOODWIN, A.M., (1920) *Instructor and Supervising Teacher*
(Emerita)
 B.Ed., Illinois State Normal University; A.M., University of Illinois; University of Wisconsin.
- GRACE FULLER ANDERSON, B.Ed., (1920) *Instructor and Supervising Teacher*
in the Second Grade
 B.Ed., Illinois State Normal University.
- GLADYS E. BAKER, A.M., (1946) *Instructor and Supervising Teacher*
in the Fifth Grade
 B.Ed., Illinois State Normal University; A.M., University of Illinois.
- VEDA BOLT BAUER, A.M., (1923) *Instructor and Supervising Teacher*
in the Junior High School
 B.Ed., Illinois State Normal University; A.M., University of Illinois; Eastern Illinois State Teachers College; Illinois Wesleyan University.
- LORLE DEAN, A.M., (1945) *Instructor and Supervising Teacher*
in the Sixth Grade
 B.Ed., Western Illinois State Teachers College; A.M., University of Chicago; Northern Illinois State Teachers College.
- JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937) *Instructor and Supervising Teacher*
in Health and Physical Education
 B.S. in Phys. Ed., Notre Dame University; New York University.
- ROLAND A. GLEISNER, M.A., (1942) *Instructor and Supervising Teacher*
in the Junior High School
 A.B., State Teachers College, Marquette, Michigan; M.A., University of Minnesota.
- ROLLAND OTIS GRAY, M.S., (1942) *Instructor and Supervisor in*
Industrial Arts
 B.Ed., Illinois State Normal University; M.S., Iowa State College; Western Illinois State Teachers College; University of Iowa.
- JOHN EDGAR HOUGHTON, A.M., (1936) *Instructor and Supervisor in*
Industrial Arts
 B.S., A.M., University of Illinois; Lincoln College; Northwestern University; Illinois State Normal University.
- CLARA KEPNER, A.M., (1930) *Instructor and Supervising Teacher*
in the Fourth Grade
 B.Ed., Illinois State Normal University; A.M., University of Illinois; Colorado State College of Education.
- MARY ELLEN KESSINGER, B.S. in Ed., (1946) *Assistant in Vocal Music*
 B.S. in Ed., Illinois State Normal University.
- FRED JOHN KNUPP, A.M., (1925) *Instructor and Supervisor in*
Industrial Arts
 B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.
- D. B. LEONARDELLI, M.S., (1946) *Instructor and Supervising Teacher*
in the Junior High School
 A.B., Northern Michigan College of Education, Marquette; M.S., University of Michigan.

- ANN MARIE OBRSAJKO, M.A., (1946) *Instructor and Supervising Teacher
in the Junior High School*
B.S., State Teachers College, Milwaukee, Wisconsin; M.A., Marquette University.
- MARGARET PARRET, M.A., (1946) *Instructor and Supervising Teacher in Speech*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- HENRI REUBELT PEARCY, Ph.D., (1940) *Director of Religious Education*
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D.,
Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University
of Chicago.
- MABLE ANN PUMPHREY, M.S., (1920) *Instructor and Supervising Teacher
in the Fifth Grade*
B.S., Illinois Wesleyan University; M.S., University of Illinois; Illinois State Normal
University; Clark University.
- JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher
in the Sixth Grade*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University;
University of Iowa.
- ALICE SHEVELAND, M.A. in Ed., (1942) *Instructor and Supervising Teacher
in the Third Grade*
B.Ed., M.A. in Ed., Northwestern University; Northern Illinois State Teachers College.
- * THALIA JANE TARRANT, A.M., (1935) *Instructor and Supervising Teacher
in the Fifth Grade*
B.S., A.M., University of Missouri; University of Illinois; Southwest Missouri State
Teachers College; University of Chicago.
- ELVIRA M. VIDANO, M.A., (1946) *Instructor and Supervising Teacher in
Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., University of Michigan.

* Leave of absence in 1946-1947 school year.

UNDERGRADUATE SCHOOL

ADMISSION AND REGISTRATION

SELECTIVE ADMISSION

Beginning with the 1935-36 school year, Illinois State Normal University, because of limitation of the physical plant, was forced to operate with certain restrictions upon student enrollment. A first attempt by the Teachers College Board to restrict the total enrollment of the University resulted later in a more satisfactory solution through the limitation of the Freshman class to eight hundred students. By strict adherence to this number, it was expected that the total enrollment for any given semester of a regular school year would not exceed two thousand students. No limit has been placed upon the enrollment in the summer session.

Illinois State Normal University will continue to be interested in admitting high-school graduates that in all probability may be developed into the kind of teachers such as principles and superintendents would be willing to employ in their own schools. The frank reactions of principals as to the probable success of the applicant and their recommendations concerning admission serve to aid the Admissions Office in being fair to all persons seeking entrance to the University.

Qualifications for the teaching profession require that those who seek to enter that profession should possess essential physical, mental, personal, and social characteristics. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor, and optimism are essential qualifications. Though Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful teachers. The Application for Admission, to be filled out by the student, includes: a record of the student's age, health, family background, and interests; a chronological record of school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and choices as to the curriculum to be followed. The transcript of high-school credits and grades and a confidential report given by the high-school principal concerning the student's personal qualifications also play an important part in selecting candidates for admission.

It is important to apply for admission as soon as possible after the completion of high-school work in order that the student may not be disappointed in securing living accommodations or in the possibility of entering the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high-school record at a later time since part of the statement must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

Attention is invited to careful consideration of the following qualifications for admission:

1. Applicants for admission must be graduates of recognized or accredited high schools.

2. Certain scholastic qualifications beyond the minimum required for high-school graduation are expected from those planning to educate themselves for the teaching profession. Careful consideration is given to the items enumerated in the third paragraph on page 27 as they are listed by each applicant on his Application for Admission.

3. Physical examinations are required for all entering students. As a matter of convenience, these examinations for entering women students will be given in the office of the University Health Service in Cook Hall between July 15 and August 15, 1947. Women students planning to attend Illinois State Normal University this fall should write to the doctor's office for an appointment. Women students who register in the summer of 1947 for the first time and who plan to remain in the fall semester should make appointments for physical examinations to be taken between the dates indicated. Only a limited number of physical examinations will be given during the summer session. Much time is saved by having the physical examination completed before entrance.

4. In line with the health education program of the state, all entering students should be vaccinated against smallpox by their home physicians before registering in the University.

5. Students may be admitted at the beginning of each semester or at the opening of the summer term. By entering at the intersession or the regular summer session of 1947, a student will find it possible to complete the work for a degree in 1950.

6. A student who has been dropped from another institution may not, except by special action, enter Illinois State Normal University until such time as he would be readmitted to the institution from which he was dropped.

APPLICATION FOR ADMISSION

Application for admission to Illinois State Normal University should be made upon regulation blanks furnished by the University. As soon as possible after complete information is received, the Committee on Admissions, which includes the Director of the Division of the first teaching field chosen, will consider the application. The candidate will then be notified whether or not he is accepted.

It is the responsibility of the applicant to see that the following items, which are essential before the application can be considered, are received by the Registrar:

1. An Application for Admission properly filled out by the applicant.
2. A transcript of the high-school credits, which includes a personal record and recommendation, to be issued *after graduation* by the principal, and to be mailed by him *directly* to the Registrar. This record is to be made on Parts III and IV of the Application after the applicant has filled in Parts I and II in full.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Registrar of Illinois State Normal University.

SUBJECTS RECOMMENDED FOR ADMISSION

Illinois State Normal University requires graduation from a recognized or accredited high school, together with the meeting of other standards listed under "Selective Admission," rather than the completion of a specified number of units of credit in certain fields.

Although specific units of entrance credit are no longer required for admission, it is strongly recommended that the high-school record include three years of English and two years of a foreign language if the student is looking forward to graduate work. It is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper-grade teaching, and a year and one-half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high-school program in line with the fields of study he will follow in his college work.

REGISTRATION

Tuesday, September 9, 1947, and the three following days constitute Freshman Week, which is given over to introducing the new students to the life of the University. The program includes brief tests in English, reading, general social science, and general intelligence, and is followed by registration and enrollment, with a series of social events interspersed during the entire week. Directions from the school administration—President, Dean of the University, Dean of Women, Dean of Men—and the Head Librarian form an important part of the activities during these first days. All Freshmen admitted to the University will be notified by the Registrar as to the time when and the place where they should report on Tuesday, September 9. They are expected to remain through the entire registration period. Upperclass students register on Friday, September 12. All classes begin on Monday, September 15.

New students should be present promptly on the first morning so that they will have the benefit of all directions, including a tour of the campus with special student guides. During the special days provided, enrollment must be completed, physical examinations taken or arranged for, textbooks secured, and assignments obtained from the various classrooms, since all classwork starts promptly the following Monday.

The services offered to students by the University Speech Re-education Clinic require that all new students take an audiometric test and a speech usage test during the early part of their first semester.

EXPENSES AND FINANCIAL AIDS

EXPENSES

Since a high percentage of funds necessary in providing a superior quality of education is available through state appropriations, the cost to the student attending Illinois State Normal University is very moderate compared with that of many colleges and universities. Attention is called to the items included under the school fees and the extensive service given in return for the moderate expenditure.

* FEES

Registration and incidental fee, per semester (for those signing the pledge to teach)	\$32.50
Tuition for those not pledging to teach, per semester (including registration and incidental fee)	57.50
Programs of six semester hours, or less, per hour	
For those pledging to teach	3.00
For those not pledging to teach	6.00
Students taking such programs are not required to pay the regular student activity fee.	
Matriculation fee, graduate students only (payable at time of admission to Graduate School)	5.00
Graduation fee (payable six weeks before graduation)	5.00
Additional Transcripts of Record (after first copy)	1.00
Transcripts are issued only when all obligations have been met.	

A charge of \$2.50 will be made for registration after the announced registration day.

Refunds of all or any portion of fees paid will not be made after September 22, 1947, for the first semester, and February 6, 1948, for the second semester.

The registration and incidental fee includes an activity fee of \$12.50, which covers all general school charges such as library, towel, shop, laboratory, and typewriting fees; activities and publications such as athletics, music, lecture, dramatic, and forensic events, class dues, the school paper, and the school annual; health and medical dispensary service through the office of the University Physician, and infirmary and hospitalization service as indicated later in this catalog under "Promotion of Health." This registration fee also covers the loan of all textbooks for undergraduate students. Graduate students are required to purchase textbooks needed in their courses.

IMPORTANT. Fees are due and payable on registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

* Veterans should read the section entitled "Services for War Veterans," on page 34 before paying any fees.

LIVING CONDITIONS

The town of Normal has homes in which students may secure accommodations within easy walking distance of the University. Students not living at home or with relatives are required to room in approved houses. Lists of approved rooming houses and of apartments for married students are kept at the offices of the Dean of Women and the Dean of Men. Students should consult these lists before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women undergraduate students. The college furnishes standardized forms, which are signed by both student and householder, and are then filed, in the case of women students, with the Dean of Women, and in the case of men students, with the Dean of Men. On these rooming agreements are printed the house rules, which are an integral part of the agreement and are equally binding upon college, student, and householder.

Desirable and well-equipped rooms, large enough for two persons, cost each student \$2.75 a week and up. Similar single rooms rent for \$3.00 a week and up. Apartments vary widely in cost.

Board ranges from \$7.00 to \$9.00 a week.

Fell Hall, the women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately one hundred fifty women students attending the University. Except in the summer session, it is primarily a residence hall for Freshman women. Besides the Freshman women, there are a small number of honor residents, who, having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Women desiring to live in Fell Hall should address inquiries to Miss Frieda A. Grieder, Director of Fell Hall. Boarding and rooming accommodations in a double or triple room cost each student \$12; in a single room. 12.50 a week.

Smith Hall, the men's dormitory located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations for fifty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to R. H. Linkins, Dean of Men. Boarding and rooming accommodations cost each student \$12 a week.

On Sudduth Road, west of Main Street, is located Cardinal Court, the veterans' village, which provides dormitories for ninety-six single veterans and apartments to house eighty-five families of veterans. Information concerning these accommodations may be secured from R. H. Linkins, Dean of Men.

OTHER EXPENSES

With the payment of the registration and incidental fee of \$32.50 each semester, there are no further institutional charges aside from locker fees, largely in the nature of a deposit, and the purchase of gymnasium outfits for those taking such work. For men and women students the gymnasium locker deposit is \$1.00, which is returned at the end of the year.

Lockers may be rented for twenty-five cents a semester. The rental fee and a deposit of \$1.00 required for combination padlocks, will be paid in the Information Office.

ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, school supplies, fees and all other costs connected with their life as students is approximately \$450 to \$600 for the regular year of thirty-six weeks. Many students do light housekeeping and are thus able to reduce that figure decidedly.

FINANCIAL AIDS TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: loan funds, scholarships, awards, and part-time employment.

LOAN FUNDS

STUDENT LOAN FUND. A general student loan fund is available for students in their last year, from which they may borrow at a low rate of interest a sum not to exceed \$150. It is also available for the 1947-48 school year to other students needing temporary assistance. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

ANNIE LOUISE KELLER LOAN FUND. This fund consists of \$150, which is loaned without interest to properly qualified students selected by the student Financial Aid Committee from possible nominations by the Dean of Men or the Dean of Women. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

FACULTY WOMEN'S CLUB LOAN FUND. Women students who meet the standards required by the Club are eligible to borrow from this fund a sum not to exceed \$150. The office of the Dean of Women will furnish information about loans from this fund.

SCHOLARSHIPS AND AWARDS

STATE HIGH-SCHOOL SCHOLARSHIPS. Beginning with July 1, 1936, scholarships to the five state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state. Every high school is entitled to one scholarship. High schools of five hundred to one thousand students receive two, and those high schools having over one thousand students are entitled to three such scholarships. The local school authorities certify in order of rank persons entitled to receive the scholarship, which are awarded to students who plan definitely to attend any of the state teachers colleges with the purpose of becoming teachers. At the end of each semester the University will certify to the Teachers College Board the amount each student attending on a scholarship has expended for matriculation fees, tuition, activity fees and other fees, except laboratory fees and similar fees for supplies and materials, during the preceding semester. To be eligible for reimbursement, the student must have completed the entire semester. The total amount for which each student may be reimbursed by the state does not exceed \$80 for any fiscal year.

STATE MILITARY SCHOLARSHIPS. Any person who has been honorably discharged from the army, navy, coast guard or marine corps during World Wars I or II, who was a resident of the state of Illinois upon entering military service, and who meets the requirements for admission is entitled to a military scholarship to any of the five state teachers colleges. The scholarships may be used any four years within a period not to exceed six years. The holder of a military scholarship will not be required to pay any matriculation fee, tuition, activity fees, or other fees, except laboratory fees and similar fees for supplies and materials. The total for each student will not exceed \$80 for any fiscal year.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIP. This scholarship of \$200, granted by the Illinois Congress of Parents and Teachers, is made available to the recipient over a three-year period. The granting of the scholarship is based upon leadership, interest and participation in school activities, scholastic ability, financial need, and other qualifications established by the donors. The recipient must have come from a high school with a Parent-Teacher Association affiliated with the Illinois Congress of Parents and Teachers. Information concerning the scholarship may be obtained from the Chairman of the Student Financial Aid Committee.

THE ALUMNI AWARD. An award of \$65 is made each year by the Alumni Association of Illinois State Normal University to a Junior who has attended the University during his or her entire college career and earned at least part of his necessary college expenses. The money is to be used by the student to pay school fees during the Senior year. Only students definitely intending to teach and those holding no other scholarships are eligible for the award. Interested and eligible persons should apply to the president of the Student Council near the close of the second semester. Selection is made by a special rating committee composed of three students, two faculty members, and one alumnus.

THE JESSIE E. RAMBO AWARD. An award of \$65 is made to a Junior in the Division of Home Economics Education each year near the end of the second semester. This award, which will cover practically all school fees for the following year, is made on the basis of scholarship, personality, evidences of leadership, participation in campus activities, and possibilities of success in the teaching of home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

ERMA IMBODEN MEMORIAL AWARD. This award is made each year from the Erma Imboden Memorial Fund to a student teacher in the Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions given by the many friends of Miss Imboden, who for many years was a supervising teacher in the Metcalf School.

FACULTY WOMEN'S CLUB SCHOLARSHIP. In honor of the men and women of Illinois State Normal University in World War II, the Faculty Women's Club will make annually an award of \$100 to a student of Junior standing with high scholarship, excellent character, and qualities of leadership, and with interest in world affairs and world peace.

SERVICES FOR WAR VETERANS

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Members of the faculty are prepared to help veterans secure scholarships and rehabilitation aid from the state, as well as the benefits which the federal government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G.I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

The University is a teacher-education school and offers returning veterans the courses necessary to prepare for teaching in the elementary grades as well as the regular and special subjects in the secondary field. This preparation includes training for the teaching of exceptional children.

The student deans assist in finding desirable living quarters and in securing part-time employment. The loan funds of the University are available for returning veterans.

Before registration, veterans should correspond with or see Floyd T. Goodier, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments. Mr. Goodier will, upon request, send a special bulletin explaining these services.

PART-TIME EMPLOYMENT

There are possibilities for both men and women students to do work for which they obtain room or board or both, or certain monetary compensation. Women students wishing to secure such employment should address Miss Anna L. Keaton, Dean of Women. They should consult her before entering into any agreement with employers. Each semester they should secure from her a class schedule permit before having their programs made out by the Directors of their Divisions. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.

REGULATIONS EVERY STUDENT SHOULD KNOW SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

MARKS

The marks with their value in honor points are as follows:

<i>A</i>	(Passing)	3 honor points per semester hour
<i>B</i>	(Passing)	2 honor points per semester hour
<i>C</i>	(Passing)	1 honor point per semester hour
<i>D</i>	(Passing)	0 honor points per semester hour
<i>I</i>	(Incomplete)	0 honor points per semester hour
<i>WX, WP</i>	(Withdrawal)	0 honor points per semester hour
<i>F, WF</i>	(Failing)	-1 honor point per semester hour

A, B, C, and D will be recorded for work which has been given a passing mark, *F* will be given to:

1. Students who withdraw from a course at any time without official permission.
2. Students who are in a course all semester but who fail to make a passing mark.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided textbooks and the library slug are returned.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity. When a failure is repeated, the last grade only is counted in computing the honor point average.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An *I* will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the term or semester. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the *I* is circled and the permanent grade, semester hours, and honor points are added when the record is cleared.

WITHDRAWALS

WX, *WP*, or *WF* will be given to students who have been given official permission to withdraw from a course. *WX* is given if the student withdraws before the quality of the work can be determined. *WP* is given if the student is passing at the time of withdrawal, and *WF*, if failing.

HONOR POINTS

Students must have as many honor points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals, other than failures, are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hrs. Enrolled In	Sem. Hrs. Earned	Sem. Hrs. Counted in Honor Point Requirement	Honor Points Earned
History of Civilization 113	<i>D</i>	3	3	3	0
General Psychology 111	<i>F</i>	3	0	(3)	-3
Fundamentals of Speech 110	<i>A</i>	3	3	3	9
Art Appreciation 107	<i>I</i>	1	0	0	0
Elective	<i>WP</i>	2	0	0	0
Elective	<i>B</i>	3	3	3	6
Recreational Activities 103	<i>WF</i>	1	0	(1)	-1
		—	—	—	—
		16	9	13	11

On the cumulative basis, the last column must total as much as or more than the second last column for student-teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements (1) on the cumulative records as well as (2) on the record of each semester or summer session.

(1) On the cumulative record, students with one through 32 semester hours may have nine fewer honor points than semester hours for which they have been enrolled; with 33 through 48 semester hours, six fewer honor points than semester hours; and with 49 through 64 hours, three fewer honor points than semester hours. Students who have 64 or more semester hours must have as many honor points as semester hours for which they have been enrolled, or a *C* average. Incompletes and withdrawals are not counted.

(2) In addition to meeting the cumulative requirement, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and six honor points if six or more semester hours are taken. For three semester hours only in the regular summer session, for the intersession, and for extension courses, the requirement is a passing mark.

Students who fail to meet the requirements on credits earned at Illinois State Normal University are placed on probation for the succeeding semester or summer session. Students who are placed on probation a second time are

not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Regulations concerning honor points and the probation and drop system including recent changes become effective for all students beginning with the first semester of 1947-48.

SCHOLASTIC LOAD

Although it might seem that students need not be seriously disturbed if they are nine honor points short in their first semester, it is also very apparent that students can ill afford to take the entire allowance at that time. Such students would need to earn at least a *C* average following the first semester until thirty-two semester hours had been earned, and better than a *C* average during the period of thirty-three to sixty-four semester hours inclusive.

Students are also reminded that, if they use most of their allowance of minus nine honor points in the first semester, they should not attempt as heavy a schedule in succeeding semesters until such time as they are able to maintain a satisfactory scholastic record. For students who are deficient seven to nine or more honor points, a reduction of at least three semester hours in the program for the next semester is strongly urged.

OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

1. Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean of the University.

2. Students who are holding full-time positions may not take more than six semester hours per semester. This maximum is not recommended for effective work.

3. Students may take more than seventeen semester hours per semester only with the approval of the Dean of the University.

4. Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted with the employment load. Employed students should confer first with the Dean of Women or the Dean of Men concerning any change in class load before the changes are officially made.

5. Permission to visit classes must be obtained from the Registrar. Visitors do not participate in the class discussion, tests, and examinations.

6. At the end of nine weeks of each semester, students who are not doing satisfactory work are reported to the Directors of their respective Divisions. Each student so reported must confer with the Director, who will advise adjustment of the work commensurate with the ability of the student. An employed student so reported must confer with the Dean of Women or Dean of Men concerning the adjustment of work prior to the conference with the Director of his Division.

7. Students should arrange to take prerequisites at the proper time.

8. Requests for transfer from one curriculum to another should be made to the Registrar.

9. Classification is based upon the completion of thirty semester hours for Sophomores, sixty for Juniors, and ninety for Seniors.

CLASS ATTENDANCE

The policy of the University is to assume that students will attend classes regularly. In the case of justifiable absences, opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the University Physician; also to the Dean of Women, in the case of women; to the Dean of Men, in the case of men. Such reporting will make it possible for the instructor to discover whether the absence was justifiable. Students who have been absent because of a contagious disease must secure from the University Physician a permit to re-enter classes. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places the responsibility squarely upon the student. Such a type of attendance regulation is designed to develop growth on the part of the student, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern on their part.

CLASS SCHEDULES AND RESIDENCE CREDIT

The programs of available courses are worked out in the office of the Dean of the University. Individual class schedules for students are approved each term by the Directors of Divisions. The school day in the regular year consists of seven periods of fifty minutes each from 8:00 to 11:50 A.M. and from 1:00 to 3:50 P.M. A limited number of undergraduate and graduate courses are also available in late afternoon, evening, and Saturday classes. All credits earned in classes on the campus count as residence credit.

STUDENT ASSEMBLIES

Student assemblies are held once each week to unify school spirit, to make announcements, and to add to the general education of the students. Interesting and profitable programs are presented by students, faculty members, and guests. The planning and scheduling of assembly programs come under the direction of an Assembly Board, composed of an equal number of students and faculty. The assemblies are held on Wednesday at ten o'clock for Freshmen, and at eleven o'clock for all other students. Regular attendance is required.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other accredited colleges and universities only to the extent that such work satisfies the requirements of curricula of Illinois State Normal University and standards of accrediting agencies under which this University operates.

Students who wish to earn transfer credits by extension, by correspondence, or in residence at other institutions should have such courses approved before taking them.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

Credits may not be transferred from one curriculum to another except in

a case in which a course is the full and fair equivalent in content of a course in the curriculum to which the student transfers.

No college credit toward a degree will be given for work done in a secondary school except when such work is a part of an organized curriculum, and then only if recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Science in Education is conferred upon students who complete any of the four-year curricula to the extent of a minimum of 128 semester hours, including not less than 43 hours of senior-college credit. An average of C is required on all work done at Illinois State Normal University.

The degree of Bachelor of Science in Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. Since the entire work of the University is planned for the preparation of teachers, the various curricula are professional in nature.

The requirements for graduation with the degree of Bachelor of Science in Education for students in the Secondary Curriculum call for certain specified courses as outlined on page 73. With certain administratively-approved exceptions, each student must complete these requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as outlined preceding the course descriptions for each department.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous, the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

The Registrar must approve for candidates for graduation the program of studies they desire to follow during the Senior year. This program must accord with the general course offerings and the general regulations of the University.

Before receiving a degree, the student must take at least one year (36 weeks—32 semester hours) of the last two years in this University. All graduates from any curriculum must complete their last course or courses in this University.

Not more than one-fourth of the total number of semester hours required for graduation may be earned through extension or correspondence work, and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester. For graduation at the end of the summer session, such deficiencies must be cleared two weeks before the end of the term.

Students transferring with degrees from other accredited colleges or universities may earn a degree of Bachelor of Science in Education in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence and by meeting the requirements of the chosen curriculum.

Students may receive the degree of Bachelor of Science in Education at the close of the school year in June or at the close of the summer session. Students completing their work after the close of the summer session will not be graduated until the following June.

All candidates intending to be graduated in June or at the end of the summer session must notify the Registrar six weeks preceding the date of graduation, by which time graduation fees must be paid.

Candidates for graduation are expected to be present at the graduating exercises in order to receive their diplomas in person.

TEACHERS' CERTIFICATES

Since Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois, the curricula are organized to conform to the Illinois Certification Law. Section Three of the law, which pertains to issuance of Limited State Certificates, follows:

First. A limited elementary school certificate shall be valid for four years for teaching in the lower nine grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. The academic and professional courses offered as a basis of the limited elementary school certificate shall be in elementary training courses approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in elementary training courses in a recognized higher institution of learning including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Second. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first, second and third grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixty semester hours of work in a recognized kindergarten-primary training school and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. It shall be renewable in periods of four years upon successful teaching experience and professional growth. This certificate shall be issued upon a successful examination to applicants who have completed sixty

semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Third. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The extent of training shall vary according to the subject and the minimum amount of training shall be determined by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Fourth. A limited vocational certificate shall be valid for four years for teaching the vocational subject or subjects named in the certificate in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have met the requirements of the State Examining Board.

It shall be renewable in periods of four years upon successful teaching experience and professional growth and certified evidence that the holder has completed a total of fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods

upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time as the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education.

Fifth. A limited high school certificate shall be valid for four years for teaching in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The courses in education and student teaching shall be approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Sixth. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, as may be approved by the State Examining Board, and who have taught successfully for four years. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Seventh. A limited junior college certificate shall be valid for four years of teaching and supervising in the thirteenth and fourteenth grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a master's degree, including twenty semester hours in education and a major in the field in which the teacher is teaching. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the Dean or the Registrar of the University. Life certificates, however, may not be secured with less than a Master's degree and four years of teaching experience, two of which shall have been in Illinois.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools at Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experience on either the elementary or the secondary level. Students teach under the supervision of competent teachers and before the work is completed take over entire charge of the classes. This work provides rich experience where theory and practice become unified.

In addition to actual teaching, the students in all curricula are required to do much observation; to assist with study halls, checking of attendance, and the school libraries; and to participate in many other activities required of teachers after they begin work in the field.

FACILITIES FOR STUDENT TEACHING

The campus training schools consist of the University High School with 300 students and the University Elementary School with 290 pupils, including a kindergarten with about 50 pupils. The University has a cooperative arrangement with the kindergarten, six elementary grades, and a junior high school consisting of grades seven and eight, at the Illinois Soldiers' and Sailors' Children's School. Students who are preparing to teach Vocational Home Economics are assigned to public high schools. At the present time, they are doing student teaching in Metamora, Morton, Eureka, Lexington, and Farmington. The University also assigns student teachers to Trinity High School in Bloomington, the Normal Community High School, the Normal Elementary Schools, and the Bloomington Public Schools.

The Speech Re-education Clinic and the Psychological Counseling Service are available for undergraduate students preparing to teach exceptional children in the fields of Speech Re-education and Social Maladjustment, where part of their student teaching may be done. All graduate students in Special Education do some work in the Psychological Counseling Center.

CAMPUS SCHOOLS

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. Although high-school students are not required to pay tuition, there is a fee required that is used for the support of such high-school activities as athletics, the school paper, the school annual, the high-school assembly programs, the musical organizations, the Student Council, the clubs, and the University motion pictures.

A principal and thirty-three teachers give personal attention to the students' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training as that provided in the University High School. It maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, a band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its gradu-

ates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, provided due care has been exercised in the choice of high-school subjects.

The University High-School Library is attractive and well equipped. It is under the supervision of a full-time librarian.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the greater portion of the Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades and the Elementary-School Library occupy units on the third floor. On the first floor, there are two large play rooms and a suite of rooms for home economics. Playground facilities are available. The regular staff of the University Elementary School consists of nine highly-trained room teachers. There are also special teachers of music, art, physical education, home economics, and industrial arts. The University Physician and the School Nurse give daily attention to the health needs of pupils.

SPEECH RE-EDUCATION CLINIC

The Speech Re-education Clinic is maintained for student teaching in speech correction. A speech re-education program is carried on in campus and affiliated schools. Other cases of various types and ages come to the Clinic for speech diagnosis and therapy. Experience for the student-clinician in speech correction includes individual diagnosis and therapy, the survey of a school system, and the organization of a public school speech re-education program.

PSYCHOLOGICAL COUNSELING CENTER

The Psychological Counseling Center provides student teaching in the area of the Socially Maladjusted and serves University students, children in the training schools, and by special arrangement children from nearby towns.

In the Psychological Counseling Center, undergraduate student clinicians gain experience in case study procedures; graduate students, in psychological testing, diagnosis, and therapy.

COOPERATING SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

The cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades, and a junior high school, consisting of grades seven and eight. It is housed in a modern building, which is adequately equipped for teaching the regular subjects, home economics, industrial arts, music, and physical education. At present its staff consists of a principal and twenty-five supervising teachers.

ASSIGNMENT OF STUDENT TEACHING

The assignment of student teachers to classes in the Elementary School is made by the Director of Elementary Education; to the Speech Re-education Clinic, to the Psychological Counseling Center, and to classes in Special Education, by the Director of Special Education; and to classes in the High School,

by the Heads of Departments. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term. All procedures involved in student teaching are subject to the approval of the Director of the Training Schools.

AMOUNT OF TEACHING REQUIRED

For graduation the requirement in student teaching is approximately one hundred and eighty clock hours. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of the Training Schools, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained.

In the Special Education Curriculum, student teaching will include teaching both in the usual classroom and in a special room in the field of the student's area of specialization. A minimum of two hundred clock hours in actual clinical work is required in the area of Speech Re-education.

THE STUDENT TEACHER AND THE COMMUNITY

Many experiences in the community give students additional contacts with children. They are encouraged to work with Boy and Girl Scout groups. They observe and when possible assist with work in the Baby Fold, Day Nursery, Victory Hall, and Child Guidance Clinic. Many students teach Sunday School classes at the Soldiers' and Sailors' Children's School. Every student in the Elementary Curriculum participates in group meetings for the parents of each grade and learns how to conduct constructive parent conferences.

REGULATIONS FOR STUDENT TEACHING

1. One semester of residence or its equivalent is required as prerequisite for assignment to student teaching except in Special Education.

2. Since student teaching is an integral part of the sequence of work in education, the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

3. Assignments to student teaching are made in the grades or teaching fields for which the student is qualified. To secure student teaching in another grade or field, he must meet the requirements set up in the curriculum which prepares for that type of work.

4. To be admitted to student teaching in any teaching field, students are required to offer the same amount of preparation in the subject as is required by the North Central Association for teaching in the high schools of Illinois.

5. A student is eligible for student teaching only when he has earned as many honor points as semester hours.

6. A student on probation is not eligible for student teaching.

7. No student who, during a regular school year, has failed to meet the scholastic requirements for student teaching will be allowed to do student teaching in any summer session. In order to complete student teaching requirements, all students who go on probation at the end of the first semester or lack a C average must return for an additional semester of work.

(Because of the extreme shortage of teachers, individual cases of students who are affected by the regulations in this paragraph will be taken under advisement.)

BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director of the Training Schools is the administrative head of this service and cooperates with the Directors of Divisions in organizing and directing the work of the Bureau of Appointments. An appointment secretary works full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elementary, high-school, and junior-college teachers, elementary supervisors, critic teachers, and teachers of exceptional children. Students who have made commendable records in their chosen fields and in the training schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with Bachelor's or Master's degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All Illinois State Normal University graduates who desire to secure professional and financial advancement should each year bring their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and superintendents under whom the candidates have worked.

For the past two years, practically every graduate of the University who wished to teach was able to secure a teaching position. This year the Bureau of Appointments will not have enough registrants to meet the demand. With the increased emphasis on public education, there is reason to believe there will be a shortage of teachers for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and of all school administrators in need of teachers.

STUDENT LIFE

NORMAL AS A LOCATION

Normal is an attractive, suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city with a population of 32,000. The two communities, originally only a mile and one-half apart, have grown together and merged into one city, although they have separate municipal organizations. The facilities of two cities thus provide suitable surroundings for Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines: the Alton, the New York Central, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal Company. Several state and federal highways which lead into the two cities make the University easily accessible to all parts of Illinois. Interstate bus lines also operate through Bloomington and Normal, and city bus lines serve the two communities.

Lake Bloomington to the north of Normal, the parks, and the golf links in and around Bloomington and Normal, added to the facilities of the University campus of sixty-four acres, afford opportunities for outdoor sports and recreational activities for the students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by the unusual intellectual and esthetic aspects of its environment. The communities are literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each student. The various student organizations in the University offer their benefits not only to those whose abilities are already developed but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted chiefly by students with faculty co-operation. It is hoped that every student will participate in some of these functions. They tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers-college graduate.

It is expected and required of students that they observe the customs which prevail in good society. An adult attitude on the part of students is encouraged. They are held responsible for their conduct wherever they may be, on the college campus or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, and the callers permitted are stated in the house rules printed in the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify college officials when students do not conform to these regulations.

Illinois State Normal University assumes that all of its students will accept the responsibility of maintaining the high standards of personal behavior expected of members of the teaching profession. It further assumes that persons who are unsympathetic with such standards or unwilling to maintain them will not apply for admission. The student is held responsible for meeting these standards in the interest of his own personal development, the reputation and traditions of this teachers college, and the welfare of the teaching profession. Any student who fails to meet such standards may be required to withdraw immediately from the University. The use of intoxicating liquors on or off the campus is considered a violation of these standards.

STUDENT ORGANIZATIONS AND ACTIVITIES

There are many student organizations on the campus of Illinois State Normal University, the result of diversified interests of a large student body. Participation in student activities is recognized and encouraged as a valuable part of a complete teacher-education program.

During the ninety years since the founding of Illinois State Normal University, the formation of social fraternities or sororities of even a local nature has not entered the student life program. There is a belief that the University can function to better advantage and that a more democratic attitude and more complete participation in the life of the University may be possible without such organizations. With this policy that has been established by tradition and common consent over a long period of time the University maintains the position that it is not desirable to give consideration to the establishment of such groups. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

Because Illinois State Normal University is a professional school for the education of teachers, the holding of office in any and all student organizations is limited to those expecting to teach and is not open to the few tuition or special students doing only a liberal arts type of work.

THE STUDENT COUNCIL

The Student Council is a representative body, made up of four members from each of the four classes, the editors of the *Vidette* and *Index*, the President of the Student Council, and the runner-up in the presidential election. Its function is to discuss plans for improving the conditions and character of student life and to make recommendations to the administration. The Council has the power to make nominations for all general school offices and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything that touches the life of the women of the school is of interest to the Women's League. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is a men's organization of the campus, of which all men become members upon enrolling in the University. The Club pledges itself to promote the most wholesome type of good fellowship among the men of the campus, to encourage more men to come to the University, and to support athletics and all other worthy enterprises of the University. The organization stands for all of those things which tend toward a fuller manhood in its broadest meaning. The Club has been active in furthering the interests of Smith Hall.

THE NEWMAN CLUB

The Newman Club is an organization for all the Catholic students of the University. Its purpose is to deepen the spiritual and enrich the temporal lives of its members through a balanced program of religious, intellectual, and social activities.

LUTHERAN STUDENTS ORGANIZATION

The Lutheran Students Organization is open to all Lutheran students of the University and is designed to promote Christian fellowship among students on the campus. The local organization was formed in March, 1936.

CANTERBURY CLUB

The Canterbury Club is a national organization for the Episcopal students with chapters in many of the leading colleges and universities. The purpose is to promote fellowship among this group of students and to keep them in close touch with their local church.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal, the first student Y.W.C.A. in the world, was organized in 1872 by a small circle of students in Illinois State Normal University. Its first meetings on the campus were held in the White Room of the Main Building. From its beginning the Association has sought to help the women of the school to strengthen their ideals of religion and service.

OTHER RELIGIOUS ORGANIZATIONS

Local churches of several denominations have developed young people's activities around the college students of their denomination on the campus. Weekly evening meetings are held in the churches, and a program of varied activities is provided.

WOMEN'S RECREATION ASSOCIATION

The Women's Recreation Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain from co-operative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University: Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

THE INTER-CULTURAL CLUB

The Inter-Cultural Club was established at Illinois State Normal University in 1944-45 for the purpose of promoting a better understanding among different cultural groups. Members of the faculty and of the student body are eligible for membership.

THE GOLDEN EAGLE

The Golden Eagle is an independent, local organization of men and women of the student body and faculty who were members of the Armed Forces during World War I or World War II. The objectives of the organization are to foster fraternal, patriotic, and educational spirit among its members.

FUTURE TEACHERS OF AMERICA

The Future Teachers of America at Illinois State Normal University, known as the McMurray Chapter, is a national professional organization and a junior member of the National Education Association. The organization strives to train youth in professional and civic affairs and to promote and encourage the teaching profession. Members of this group are ready and eager to help in the organization of junior chapters in high schools of Illinois.

DEPARTMENTAL CLUBS

- | | |
|------------------------------|-------------------------------------|
| 1. Palette Club | 7. Latin Club |
| 2. Business Education Club | 8. Lowell Mason Club |
| 3. Elementary Education Club | 9. Nature Study Club |
| 4. French Club | 10. Science Club |
| 5. Home Economics Club | 11. Social Science Club |
| 6. Industrial Arts Club | 12. Women's Physical Education Club |

HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity
3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Educational Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Business Education Fraternity
11. Sigma Tau Delta—Honorary English Fraternity
12. Theta Alpha Phi—Honorary Dramatic Fraternity

SPECIAL ORGANIZATIONS

- | | |
|-----------------------------------|------------------------|
| 1. Band (concert) | 10. Men's Glee Club |
| 2. Band (marching) | 11. N Club |
| 3. Blackfriars | 12. Orchesis |
| 4. College League of Women Voters | 13. Orchestra |
| 5. Fell Hall | 14. Smith Hall |
| 6. Hieronymus Club | 15. Treble Chorus |
| 7. Jesters | 16. University Choir |
| 8. Maize Grange | 17. University Theatre |
| 9. Male Chorus | 18. Women's Chorus |

ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, University teams have attained marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, and golf. The University is a member of the Illinois Intercollegiate Athletic Conference, composed of the five state teachers colleges of Illinois.

In addition to a very extensive intercollegiate program, a broad intramural program is being carried out each year. With excellent facilities, adequate equipment, and well-trained instructors for such activities, it is not surprising to find a large number of students engaging in these activities.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten excellent tennis courts, two of them concrete, are located just east of the athletic field, and a new women's athletic field has recently been constructed south of these courts. The University High School recreation field affords excellent facilities for student teaching through assisting in handling University High School sports.

SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis on the field of speech, having as one of its important phases of teacher education the Division of Speech Education. In addition to excellent classwork, decided emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which include in their membership many of the liberal arts and teachers colleges of the state. Student orators compete annually for the medal offered for the best speaker in the public speaking division of the Edwards Medal Contest.

The University debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament, attracting a large number of colleges from several mid-western states, is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

Students who are interested in debating as an extraclass activity, regardless of curriculum, are invited to join the debate group, composed of men and women, which meets Tuesday evening from 7:00 to 9:00 P.M. Although previous experience in debating is unnecessary as a qualification, students who have participated in high school are urged to continue this activity in college. Students who wish to gain a good foundation for intercollegiate competition may elect Speech 143.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in

reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extraclass dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board is composed of the Director of Dramatics, presidents of the dramatic organizations (Jesters and Theta Alpha Phi), and a number of students chosen as leaders in such fields of dramatic production as staging, lighting, costuming, and business. These determine the policies of the Theatre and direct the activities involved in the production of the plays. Four major plays are presented each year. Participation in these is open to the entire student body.

RADIO BROADCASTING

Illinois State Normal University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, operating as a channel of the American Broadcasting Company, students may take part in this increasingly important activity. Campus studios are located in Cook Hall, Capen Auditorium, Milner Library, and McCormick Gymnasium are also wired for use. Musical programs, debates, panel discussions, dramatic productions, and forums give students of varied interests an opportunity to prepare scripts and to participate in actual broadcasts. A limited number of students are given training and employment as technicians and announcers.

MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this fact, endeavors to conduct a varied program of music organizations. The purpose of these organizations is to provide an enriched musical background, to promote growth, and to prepare students to teach similar groups.

The organizations are Concert Band, Women's Chorus, Men's Glee Club, Concert Orchestra, Choir, Treble Chorus, Marching Band, Male Chorus, Varsity Pep Band, Laboratory Orchestra, and Laboratory Band. In addition, there are a number of small ensembles.

Membership in the Concert Band, Concert Orchestra, and Choir is open to all University students who can qualify.

The Treble Chorus is open to all University women who choose music as a teaching field and who are not members of the Women's Chorus or the Choir.

Membership in the Women's Chorus is open to women who qualify and who have had considerable singing experience.

The Male Chorus is open to all University men who qualify. It is required of all men who choose music as a teaching field and who are not members of the Men's Glee Club or Choir.

The Men's Glee Club is made up of men who qualify and who have had considerable singing experience.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the Orchestra and Bands, and serve as laboratory hours for music courses numbered 114, 121, 125, 134, 223, 232. See Music Participation on page 133.

UNIVERSITY LECTURE COURSE

The University believes definitely in the educational value derived by the student from opportunities for hearing the leading thinkers of the day and the best that is available in the fields of music, drama, and the allied arts. An equal number of faculty and student members constitutes the Entertainments, Concerts, and Lectures Board, which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee, which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index* and is published by a staff of students enrolled in an English course entitled School and College Annual 270.

The *Vidette* is a weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life.

Both student publications have received national recognition for high quality and are an excellent laboratory for the classes in journalism. There are ample quarters for these publications, as well as for the journalism work. The editor and business manager are chosen by the Publications Board, and the editor and faculty sponsor appoint a staff of assisting editors.

Campus Cues is a handbook of useful information, published annually for the benefit of the Freshman Class by the Women's League and the University Club.

The *Alumni Quarterly*, published by the University Press, has been the official bulletin of the Alumni Association since 1912. This magazine of thirty-two pages goes to members of this alumni organization four times a year.

The *Illinois State Normal University News Letter* is a six-page folder distributed free of cost to all graduates of the University three times a year.

Campus Towers is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The *Illinois State Normal University Bulletin*, published six times each year, is the general publication of the University. Three issues are the general catalog, the summer session bulletin, and the report of the Annual Administrative Roundup. The other three issues are used, as occasion demands, for bulletins covering graduate work, extension service, pictorial presentation, and special activities of the University.

Teacher Education is published four times each year as a field service journal of the University and is made available to administrators, teachers, and others interested in the various levels of education.

PERSONNEL SERVICES

Illinois State Normal University offers to all students many personnel services designed to assist them in making early and satisfactory adjustments to college life in general and to the environment of this University in particular. Personnel services as defined on this campus consist of all those activities and

agencies which exist for the purpose of helping people make the desired adjustments to their immediate and probable future needs. Chief among the personnel services at Illinois State Normal University are those performed by the student Deans, by the testing program, the housing service, the office of the University Physician, financial aid consisting of part-time employment and student loans, remedial instruction, intramural sports and hobby night programs, curricular advisement, individual counseling, the psychological consultation service, and teacher placement.

In order to help students make early and satisfactory adjustments to the problems which often confuse and perplex them, the University has established a counseling service. Approximately eighty members of the faculty serve as counselors to advise with students in connection with educational programs and social life. Each counselor has only a small group of students to work with and, as a result, is able to give personal attention and consideration to the needs of individual students. A group is usually assigned to a counselor on the basis of geographical location, generally a county unit. The first contact between counselor and student is made at the very beginning of Freshman Week. From that time forward, students are advised to confer with their counselors as needs arise.

Student leaders from the upper classes under the supervision of the Women's League and the University Club advise Freshmen in carefully organized counseling groups. These two all-women's and all-men's organizations set up also an annual training course for student counselors.

As a service to University students who enter with some deficiencies in reading or speech ability, non-credit work is provided.

PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students. A resident University Physician, two registered trained nurses, and a qualified office assistant give their time to the health of students in the University and training schools. The University Physician's offices are located in Cook Hall, and the headquarters of the nurse for the Training School are in the Metcalf Building.

Beginning with September, 1935, a more extensive health service provided a limited period of hospitalization for the students of the University. This service is now cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid their University fees. The University is not obligated for any hospital service charges of students who have not complied with this regulation.

2. A dispensary, which is open during class hours, is maintained in Cook Hall. Regular office hours from 9:00 A.M. to 12 M. and 2 P.M. to 4 P.M. are maintained by the University Physician for student consultations. No charge is made for this service. A registered nurse is in the office from 9:00 A.M. to 12 M. on Saturday mornings. In cases of emergency occurring outside the regular office hours, the office assistant will locate the University Physician.

3. No University student is eligible for the services outlined at the expense of this fund unless he presents a card from the University Physician designating and approving the type of service to be rendered, and then only to the amount specified.

4. In cases where the University Physician approves hospitalization, not more than \$2.75 will be paid per day for not more than seven days. This amount provides care in a two-bed room with another University student.

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The University Physician has the privilege of approving bills for laboratory, X ray, or electro-cardiogram, provided the fees have been agreed upon before the rendering of such services.

7. The cost of medicines not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases, where the approval of the University Physician cannot be obtained in advance, the case may be taken to the hospital as an emergency case, following notification of some administrative officer of the University, such as the Dean of Women, Dean of Men, Dean of the University, or President, but no compensation will be allowed unless approved by the University Physician.

9. No chronic cases or ailments developed prior to the patient's connection with Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees, those of special nurses, when required, and operating room fees are paid by the student.

The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

The foregoing type of service has been of great benefit to both the school and the student body, since it has prevented much absence that would otherwise have resulted and has made possible early diagnosis and care that could not be afforded under other conditions. Removal of the mental hazard incidental to illness has made this program exceedingly valuable. This type of service is undoubtedly appreciated by parents who realize that the best care is afforded students while attending school.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

Illinois State Normal University, founded in 1857, was the second state normal school established west of the Allegheny Mountains and the tenth in the United States. Its location at North Bloomington, later called Normal, made it conveniently accessible from all parts of Illinois. Its site of sixty-four acres of beautiful campus and an experimental farm of ninety-seven acres were donated by citizens of Bloomington and McLean County. Until the first building, now known as Old Main, was ready for use in 1860, the school was housed in Major's Hall in Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion, and is now the oldest in use for state teacher-education purposes.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at Illinois State Normal University. This curriculum was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high-school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. As a result of the 1941 Certifying Law, the two-year curricula were discontinued, beginning with the school year of 1942-43. Four-year curricula for all phases of public school work from the kindergarten through the high school are now available.

In 1907, the legislature of Illinois authorized Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four-year secondary school. The first degree was conferred in 1908. By action of the Teachers College Board on July 12, 1943, this degree was changed to Bachelor of Science in Education.

On July 12, 1943, the Teachers College Board, governing all five of the state teachers colleges in Illinois, authorized the offering of a fifth or graduate year of work leading to the degree of Master of Science in Education. Graduate work is offered in nine departments throughout the year, including summer sessions.

RANK IN ACCREDITING ASSOCIATIONS

Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

On the graduate level also Illinois State Normal University meets all standards established by the North Central Association of Colleges and Secondary Schools and the American Association of Teachers Colleges.

BUILDINGS, CAMPUS, AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

Illinois State Normal University is fortunate in possessing a beautiful campus. Most of the trees were planted soon after the University was established and are at least eighty-five years old. The University is indebted to the vision of Jesse W. Fell, a local resident, for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he sent to Philadelphia to secure a landscape gardener, who arranged for the planting with an eye to the future. Such vision was remarkable in those days.

*** OLD MAIN**

For almost ninety years one of the landmarks of Central Illinois, this building has of necessity undergone some structural changes involving the removal of the tower, roof, and third story and leaving available for use only the basement, first, and second floors. Until some decision is reached as to replacement or reconstruction, it will continue to house most of the offices of administration, the student lounge, the textbook library, and some classrooms which are used chiefly for work in education, mathematics, and social science.

NORTH HALL

North Hall, originally built in 1892 as a training school and from 1914 to 1940 used as the University Library, is the second oldest building on the campus. Since the erection of the new Milner Library, North Hall has been converted into classrooms and is occupied by the Departments of English and Geography. The offices of the *Vidette*, the University paper, and the *Index*, the University yearbook, are located in this building.

COOK HALL

This gray stone building, often called Old Castle, was built in 1895. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the students of the training schools. The University Physician has offices on this floor. The second and third floors accommodate the work of the Division of Business Education. In the tower, the campus reception room and studio for radio station WJBC are to be found. From here, several programs are broadcast each day by students and faculty. On the ground or basement level is a large room with unusual acoustics for rehearsal and other activities of instrumental music groups. Five sound-proof practice rooms adjoining this rehearsal hall are available for individuals or small groups.

INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

* Buildings are listed and described in the order of their construction, except for residence halls and buildings on the University Farm.

The lower floor of the building is used for woodworking shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Arts Education. Two rooms are used for applied design and pottery work of the Division of Art Education. The second floor houses rooms for home economics and fine arts. The auditorium, also located on the second floor and seating one thousand people, is called Capen Auditorium in honor of a former member of the State Teachers College Board. An excellent pipe organ is part of the equipment of the auditorium. On the third floor are found a classroom and a clothing and costume design laboratory for courses in the Division of Home Economics Education, a drafting room, and several rooms now used for classwork in psychology and education.

METCALF BUILDING

Erected in 1912, the campus training school building is a three-story brick structure of modern design. This building is occupied by the kindergarten, primary, intermediate, and upper grades, and part of the University High School. It is located just east of the Main Building, with which it is directly connected.

Serving as a laboratory for student teachers, this structure houses classrooms, art and home economics laboratories, elementary-school and high-school libraries, physical education facilities, and numerous offices.

MECHANICS ARTS BUILDING AND CENTRAL HEATING PLANT

Work in machine-shop practice, sheet metal, and kindred activities is carried on in one unit of this building, which was built in 1916.

The central heating plant of the University, supplying heat and hot water for the several buildings, is housed in this modern brick structure.

McCORMICK GYMNASIUM

McCormick Gymnasium was erected in 1925 and is one of the excellent gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure. It is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building, and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, and store rooms. On the second floor are the men's and women's gymnasiums, two large classrooms, a dance studio, and a completely equipped physical examination and therapeutic room. The seating capacity of the men's gymnasium for athletic events is approximately 1600. When used as an auditorium for concerts, it may seat as many as 2300.

FELMLEY HALL OF SCIENCE

The Felmley Hall of Science, dedicated October 10, 1930, is a four-story brick building located east of North Hall and north of the Metcalf Building. This building is used wholly for science and gives the University exceptional facilities for the preparation of high-school teachers of science. Here are located commodious lecture rooms, classrooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics. On the second floor are located the classrooms and offices of the Department of Biological Science. On this floor is also located the office of the Dean of Men. The chemistry classrooms occupy the third floor of the building. Facilities for work in anatomy are located on the fourth floor.

UNIVERSITY GREENHOUSE

The University Greenhouse, facing University Street and located west of Cook Hall, was completed January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available plants and flowers for offices and libraries and for decorating purposes at various campus functions on numerous occasions.

The Greenhouse is available for limited work in connection with the science departments of the University, especially the Departments of Biological Science and Agriculture.

HOME MANAGEMENT HOUSES

The Rambo Home Management Houses, combined in one structure, are located on the campus, directly west of Fell Hall, facing University Street. The houses were occupied for the first time during the school year 1939-40. Of Georgian architecture, the building consists of two complete seven-room houses and a two-room apartment for the Director. The two houses are accessible to each other only through the Director's apartment on the second floor and the recreation rooms in the basement. Each house will accommodate six residents. Here Senior students in Home Economics live for a period of nine weeks to satisfy the requirement for "actual homemaking experience" established by the Federal Board for Vocational Home Economics.

MILNER LIBRARY

Milner Library was dedicated on Commencement Day, June 10, 1940, and opened for use at the beginning of the 1940 summer session. It is a two-story and basement brick building, Georgian in design, planned and equipped to provide for and facilitate the most efficient use of library materials. Four stack levels are designed to accommodate 225,000 volumes.

On the first floor, on either side of the main entrance, are the reserve reading rooms. On the first floor also are the publishers' exhibit room and a sound-proof typewriting room where students may copy materials.

The circulation department and the main reading room are on the second floor. Here, too, are the browsing room and the Carnegie room. The main reading room extends across the west side of the building. Around its walls are shelved the reference books and periodicals, both the current numbers and the bound volumes since 1930. Opening off this room on the north is the browsing room, where there is a collection of fiction and non-fiction for general reading. Books from this room may be checked out for two weeks. The Carnegie room contains collections of music and art books, which are available for class use. Here also is housed the Carnegie Corporation's gift of music—an excellent phonograph, over one thousand records, scores, and books about music and musicians.

The basement is devoted principally to the museums—four large exhibit rooms on the west side of the building, and a specially constructed art gallery. The library classroom is also on this floor. Here students are instructed in the use of the library and here the special classes for the education of teacher-librarians meet for lectures, discussions, and laboratory work. The micro-photography room is also located on this floor.

FELL HALL

Fell Hall, a campus residence for women students, located between Cook Hall and McCormick Gymnasium, faces east and overlooks the broad expanse of the south campus. Surrounded by beautiful trees, this Hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over to rooming facilities. The main floor has the dining room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall and for the Director of Food Services. The rooms for the residents are large, well lighted, and comfortable as to heat and ventilation. There are accommodations for approximately one hundred fifty women.

The University cafeteria is located on the ground floor.

SMITH HALL

Smith Hall is located on University Street directly across from McCormick Athletic Field. It occupies almost an entire city block, which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for fifty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, a library, and a large dining room overlooking the garden. On the second floor are numerous study rooms, which form the center of the home life of the residents. On the third floor is a large, completely-finished and air-conditioned dormitory. The Hall has been recently redecorated and entirely reconditioned with new wiring, electric fixtures, and plumbing.

THE UNIVERSITY FARM

The demonstration farm of Illinois State Normal University, which is under the direction of the Division of Agriculture Education, adjoins the campus and consists of ninety-seven acres of choice land for the various cultivated crops and pastures adapted to the corn belt region. This farm has been owned by Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory, on which may be demonstrated approved farming methods for the benefit of students taking courses in agriculture.

The farm with twelve buildings, six of them newly constructed, is well equipped for dairying and other agricultural activities, affording excellent possibilities for observation and practice. An increasingly large number of pure-bred horses, beef and dairy cattle, sheep, and swine are available for various uses, including stock judging. Considerable attention is given to the raising of various types of poultry.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Street immediately adjoining the McCormick Gymnasium. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as training facilities for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track. In the northeast corner of the field is the varsity baseball diamond, recently completed in such manner as to bring forth comments from those in position to know, that it is the equivalent of many big league infields.

The rest of the field is used as a practice field for football and other sports, as well as a means of caring for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surfaced, all-weather courts, have recently been completed. A new archery range of unusual size and attractiveness is also provided in this area.

To the south of the tennis courts is the newly-constructed Women's Athletic Field.

PUBLIC LIBRARIES

Students of Illinois State Normal University have access to the Normal Public Library and the Withers Public Library of Bloomington by compliance with established regulations. These generous regulations will be provided for those interested upon inquiry at Milner Library.

THE EXTENSION SERVICE

In response to a constant and sometimes urgent request for the establishment of extension class centers in the territory served principally by Illinois State Normal University, the University maintains an Extension Department. Under the present plan, which has operated for several years, some of the regular instructors in the University offer courses in their special fields according to the demand for such work and the number of available teachers from the regular staff.

With the great demand for extension work, it is impossible to meet all requests for classes in various centers in Illinois. It will be the policy to serve as many centers as possible. These centers will be established in the order in which requests are made or according to the transportation facilities to and from the proposed centers. These courses carry regular University credit. Inquiries regarding the possibility of the establishment of centers should be addressed to the Director of Extension Service.

A pamphlet of specific information explaining the Extension Service may be obtained by writing to the Director of Extension Service. The pamphlet contains information about probable courses, University credit, transfer of credits, fees and other expenses, rules and regulations, and other information about organization of the work.

Undergraduate University credit may be earned through courses offered by extension. Each course carries two and one-half semester hours of undergraduate credit for the various courses where classes meet each week for seventeen meetings during a semester. Courses which are not required in a student's particular field or curriculum may often be used as electives. They will also be accepted for credit transfer to other institutions of higher learning within the limits of the particular requirements of such institutions.

Illinois State Normal University has discontinued the practice of offering courses by correspondence. However, under certain conditions, a limited amount of credit earned from accredited institutions in approved courses taught by correspondence will be accepted toward graduation from Illinois State Normal University. Inquiries in regard to correspondence credits from other institutions should be addressed to the Registrar.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

Illinois State Normal University offers a number of courses on the University campus late afternoons, evenings, and Saturdays during the regular school year. These courses may be used to apply toward the Bachelor's or Master's degree.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks as well as an intersession of three weeks in the summer of 1947. Though students of the regular year attend these sessions in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student may definitely plan on getting the same type of work as that secured during the regular year.

Student teaching facilities are available to those who qualify for such work.

The number of hours which may be earned in the regular summer session is nine semester hours of credit, the equivalent of the credit for one-half of one semester.

The Summer Session Bulletin issued each year is available by writing to the Registrar. This Bulletin contains a detailed description of all courses, the cost of attendance, special attractions during the summer including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work. Several one-week clinics have proved very popular in recent summers.

ALUMNI RELATIONS

Through the alumni office, the Alumni Association, and twenty-five ISNU Clubs, former students maintain contacts with one another and the University.

The alphabetical and geographical files in the alumni office include data about all Illinois State Normal University graduates. The office serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the alumni office, goes to all graduates three times a year.

Sponsored by the Alumni Association for its members and published from the University Press is the *Alumni Quarterly*. The Association plans class reunions and the annual alumni luncheon as well as an annual assembly program for students. An outstanding Junior, selected by a student-faculty-alumni committee, receives each year an award from the Association to cover fees for his last year in college.

A number of ISNU Clubs have been organized by former students. These serve to promote the welfare of the University and to keep alumni in touch with one another and the school. Officers of the Clubs receive a news sheet called *Around the Club Circuit* from the alumni office. There are ISNU Clubs at Chicago, Decatur, St. Petersburg, Florida, and Cleveland, Ohio. Other counties in which clubs have been organized include those of Champaign, Christian, DeWitt, Ford, Iroquois, Kane, Kankakee, Knox, LaSalle, Livingston, Logan, Macoupin, Madison, McLean, Peoria, Piatt, St. Clair, Sangamon, Tazewell, Vermilion, and Will.

UNIVERSITY FOUNDATION

The Illinois State Normal University Foundation is a non-profit corporation, organized under the laws of the state of Illinois. Its purposes are wholly charitable and educational. The objectives of the Foundation are to assist in developing and increasing the facilities of Illinois State Normal University in order that they may make possible broader educational opportunities for students, alumni, and citizens of Illinois, and to render service by encouraging gifts of money, property, works of art, historical papers and documents, museum specimens, and other material having educational, artistic, or historical value.

The Foundation will receive, hold, and administer such gifts with the primary object of serving purposes other than those for which the state of Illinois ordinarily makes sufficient appropriations. It will act without profit as trustee of educational or charitable trust, and will administer gifts, grants, or loans of money or property, real or personal.

Other details of the purposes and operation of the Foundation are available through the Constitution and By-Laws, copies of which may be obtained from the President of the University.

ORGANIZATION AND UNDERGRADUATE CURRICULA OF THE UNIVERSITY

DIVISIONS OF THE UNIVERSITY

Illinois State Normal University is organized into eleven divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

In each of the eleven divisions, one or more differentiated programs of work leading to a degree are offered. When a student satisfactorily completes four years of work in a given curriculum, he is awarded the Bachelor of Science in Education degree.

The following are the Divisions:

Division of Elementary Education

Kindergarten-Primary

Intermediate

Upper Grade

Rural

Division of Special Education

Deaf and Hard of Hearing

Mentally Retarded

Partially Sighted

Physically Handicapped

Socially Maladjusted

Speech Re-education

Division of Secondary Education

Field of Biological Science (Botany, Zoology)

Field of English

Field of French

Field of Geography (including Geology)

Field of German

Field of Latin

Field of Mathematics

Field of Physical Science (Physics, Chemistry)

Field of Psychology (Second Teaching Field only)

Field of Social Science (Economics, History, Political Science, Sociology)

Field of Spanish

Division of Agriculture Education

Division of Art Education

Division of Business Education

Division of Health and Physical Education

Field for Men

Field for Women

Division of Home Economics Education

Division of Industrial Arts Education

Division of Music Education

Division of Speech Education

THE CURRICULA

The outlines of curricula are found on pages 67-73 inclusive.

In basic curricula for all divisions the related subject-matter groups of these curricula fall into four areas, as follows:

I. CULTURAL BACKGROUND

GROUP A. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 9 hours.

GROUP B. SOCIAL SCIENCE, 15 hours.

1. Contemporary Civilization, 6 hours.
2. History of Civilization and Culture, 6 hours.*
3. United States History, 3 hours.

GROUP C. NATURAL SCIENCE SURVEY, 8 hours.

GROUP D. GENERAL PSYCHOLOGY, 3 hours.

GROUP E. ART AND MUSIC APPRECIATION, 2 hours.

II. PROFESSIONAL TECHNIQUE

EDUCATION AND EDUCATIONAL PSYCHOLOGY

	<i>Elementary</i>	<i>Special Education</i>	<i>Secondary</i>
Freshman year	Education 109 and 110, 2 hours	Education 109 and 110, 2 hours	Education 109 and 110, 2 hours
Sophomore year	Education 108, 3 hours	Education 108, 3 hours	Psychology 115, 3 hours
Junior year	Education 107, 3 hours, 211, 3 hours, and 232, 233, 234, or 235, 3 hours	Education 107, 3 hours, 211, 3 hours, 265, 2 hours, 220, 3 hours, and 234, 3 hours	Education 211, 3 hours, 220, 3 hours, and elective, 2 hours
Senior year	Education 203, 3 hours, 236, 3 hours, and 210, 8 hours	Education 203, 3 hours, 236, 3 hours, and 210 hours, 204, 2 hours, and 215, 8 hours, and Psychology 227, 2 hours	Education 203, 3 hours, 204, 2 hours, and 210, 10 hours

III. TEACHING-FIELD PREPARATION

SUBJECT MATTER OF THE TEACHING FIELDS

The specific requirements of the various teaching fields in the Secondary Curricula will be found preceding the description of courses in the respective fields. For the Elementary and Special Education Curricula, information concerning electives will be found on pages 69 and 71.

IV. RECREATIONAL AND HEALTH DEVELOPMENT

RECREATIONAL ACTIVITIES AND HYGIENE, 7 hours.

1. Recreational Activities—Three hours a week throughout the Freshman and Sophomore years. Sophomore women take only two hours a week.
2. Personal Hygiene—Three hours a week throughout one semester in the Sophomore year.

* In the Elementary and Special Education Curricula, a minimum of three semester hours is required.

SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance, based on their own aptitudes and desires and on advice and guidance offered during Freshman Week by Directors of Divisions and other faculty members. In the Secondary Curricula, with the exception of vocational Agriculture and Home Economics, all students are required to complete a first and a second teaching field. The choice of the first teaching field determines the curriculum in which a student is registered. Wherever the word *Electives* occurs, the reference is not to free electives but to choice of an elective group, which, after being chosen, must be followed, unless a change of curriculum is approved by the Registrar.

The four-year Elementary Curriculum is strongly recommended for all students who wish to prepare to teach in the kindergarten and grades one through eight of city school systems, or in rural schools. There is now and will continue to be for some time to come a shortage of elementary teachers. This fact indicates a probability that placement and salaries in elementary work will be very satisfactory. Electives in the Elementary Curriculum are selected for the two-fold purpose of building teaching strength and background in a field of special interest and enriching the student's general background.

The Illinois Plan for the education of exceptional children has created the need for many more qualified teachers than are available. To meet this need, a four-year curriculum for the preparation of teachers in Special Education is available. The areas of major emphasis are: Deaf and Hard of Hearing, Mentally Retarded, Partially Sighted, Physically Handicapped, Socially Maladjusted, and Speech Re-education. Placement and salaries for these teachers will be attractive for many years to come.

TRANSITION FROM TWO-YEAR TO FOUR-YEAR CURRICULA

1. In accordance with the certifying law, Illinois State Normal University does not now offer two-year curricula. In accordance with the general policy of the University, however, every consideration will be given to the interests of the students during this transition period. Students who were following a regular program of studies will not lose credits because of changes in curricula.

2. Students who have completed less than two years of work in the elementary field, may automatically continue their work in a four-year Elementary or Special Education Curriculum. An evaluation of credits in one of these curricula may be secured from the Registrar.

3. The program of courses leading to the degree for those who have completed two-year curricula will continue to be offered for some years to come, as listed on pages 67 and 72.

4. The two-year diploma has not been issued since the new certifying law became effective July 1, 1943. There is a possibility under the new law that students completing two years of work may qualify for a teaching certificate, effective only in the elementary schools, by passing a special examination prepared by the State Examining Board. It is advisable, however, for placement purposes, that, whenever possible, students plan to complete a four-year curriculum.

OUTLINES OF THE CURRICULA

OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF FORMER TWO-YEAR CURRICULA

Leading to the Degree of B.S. in Ed. and Limited State Elementary Certificate

JUNIOR YEAR		Semester
FIRST SEMESTER		Hours
†Modern Literature for Children 202 or an English Elective.....	3	
Natural Science 219.....	3	
Geography Elective	2-3	
*Electives	7-8	
		<hr/>
		16

SECOND SEMESTER		
†Verse for Children 203 or an English Elective.....	3	
Natural Science 220	2	
‡History Elective	2-3	
Physical Education for Elementary Schools 231.....	2	
*Electives	6-7	
		<hr/>
		16

SENIOR YEAR

FIRST SEMESTER		
Student Teaching 210 (2 hrs. per day).....	3	
‡Economics or Political Science Elective.....	2-3	
Sociology Elective	2-3	
English Elective	2-3	
*Electives	4-7	
		<hr/>
		16

SECOND SEMESTER		
Speech Re-education 212.....	3	
Advanced Writing 161 or Journalism 165 or a Speech Elective.....	2-3	
Philosophy of Education 203.....	3	
*Electives	7-9	
		<hr/>
		16

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

† All students are required to take Children's Literature 202 or 203.

* Electives do not usually include courses in Education or Psychology. However, the total number of hours required in education, psychology and student teaching is twenty-eight semester hours; the total must not exceed thirty-two semester hours except in the cases of experienced teachers, who may extend the total to a maximum of thirty-eight semester hours.

Students in this Curriculum should select subjects which have some relation to the work in the elementary field. See suggestions on page 69.

‡ To meet the requirements of a state law students must have credit in American history and American government. Such courses may be taken as these electives.

FOUR-YEAR CURRICULUM FOR ELEMENTARY-SCHOOL TEACHERS

Leading to the Degree of B.S. in Ed. and Limited State Elementary Certificate or Limited State Kindergarten-Primary Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
*Contemporary Civilization 111..	3	*Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110....	1
Arithmetic in Modern Life 101... 3		Geography of the Peoples of the World 103	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<u>15</u>		<u>15</u>

SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108	3
Fundamentals of Speech 110.....	3	Hygiene 105	3
Music 131, 111, or 122.....	2	Geography of North America 114	3
*History of Civilization 113 or 114	3	Folk Literature for Children 102..	3
Art Activities for Elementary Schools 101	2	Art Activities for Elementary Schools 102	3
Art Appreciation 107.....	1		
Music Appreciation 107.....	1		
Recreational Activities 103.....	1	Recreational Activities 104.....	1
	<u>16</u>		<u>16</u>

JUNIOR YEAR

American Public Education 211..	3	Education 232, 233, 234 or 235..	3
Reading Methods 107.....	3	Foundations in Arithmetic 201....	2
American Life and Institutions 217	3	American Life and Institutions 218	3
Modern Literature for Children 202	3	World Literature 254.....	3
Natural Science 219.....	3	Natural Science 220.....	2
School Health 238.....	2	Craft Activities 127.....	2
		Physical Education for Elementary Schools 231	2
	<u>17</u>		<u>17</u>

SENIOR YEAR

Student Teaching 210.....	8	Philosophy of Education 203.....	3
Classroom Problems 236.....	3	Speech Re-education 212.....	3
Electives	5	Music Education 124 or 235.....	3
		Electives	7
	<u>16</u>		<u>16</u>

* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology and student teaching combined may not exceed thirty-two semester hours except in the cases of experienced teachers, who may extend the total to a maximum of thirty-eight semester hours.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Minimum requirement for graduation, 128 semester hours.

Suggestions concerning electives will be found on page 69.

ELECTIVES FOR STUDENTS IN ELEMENTARY EDUCATION

The following electives are in three groups: A—electives especially important and required, if starred; B—electives listed in the order of importance in the different subject areas for those who wish to use their additional general elective hours to build background in several different fields; C—elective sequences listed in order of importance for those who wish to specialize in one subject field after meeting the requirement in group A.

ELECTIVE GROUP A

<i>Subject Field</i>	<i>Kindergarten-Primary</i>	<i>Intermediate</i>	<i>Upper Grades</i>	<i>Rural</i>
Education	*232	*233	*234	*235
English		105	*275	*275
Geography	219, 212	215, 212, 223	212, 217 or 218 or 220	223, 211, 212 or 215 or 217 or 220
Mathematics		202	*202, 105, 111	*202, 105
Music	*122, 131			*122, 131
Speech		123	123	123

ELECTIVE GROUP B

Agriculture	101
Biological Science	240, 211, 250
Education	232, 233, 234, 235, 202, 206, 261, 162
English	122, 131
Foreign Language—	
French	111, 112, 115, 116, 211, 212
German	111, 112, 115, 116, 211, 212
Latin	111, 112, 113, 114, 211, 212
Spanish	111, 112, 115, 116, 211, 212
Geography	212, 216, 219, 111, 211 or 215 or 217 or 220
Home Economics	231, 233, 132
Library	262, 216, 212
Music	150, 244, 215, 245, 208
Psychology	234, 212
Social Science	261, 262, 121, 253, 263
Speech	232, 240, 214

ELECTIVE GROUP C

Art	201, 202
Biological Science (Health Education)	145, 211, 240, Home Economics 106
English	112, 121 or 122, 131 or 132, 165, 203, 214, 219, 233, 244, 252, 253
Geography	218 or 220, 215, 217, 212, 223, 111, 219, 216
Health and Physical Education	111, 112, 115, 150
Industrial Arts	111, 121, Art 113, Art 124, Art 127
Library	262, 216, 212
Mathematics	202, 105, 106, 111, 112, 114
Music	111, 122, 131, 150, 124, 235, 215 or 244 or 245, 208
Speech	232, 214, 240

FOUR-YEAR CURRICULUM FOR TEACHERS IN SPECIAL EDUCATION

Leading to the Degree of B.S. in Ed. and Limited State
Elementary Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English †11 or 112.....	3
†Contemporary Civilization 111..	3	†Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110....	1
*Elective	3	*Elective	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 15		<hr/> 15

SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108	3
Art Activities for Elementary Schools 101 or Industrial Arts Elective	2	Folk Literature for Children 102..	3
Music Appreciation 107.....	1	Hygiene 105	3
*Electives	10	Art Appreciation 107.....	1
Recreational Activities 103.....	1	*Electives	6
	<hr/> 17	Recreational Activities 104.....	1
			<hr/> 17

JUNIOR YEAR

American Public Education 211... 3	Mental Testing 229..... 2
Reading Methods 107..... 3	Speech Re-education 212..... 3
Mental Hygiene 234 3	Occupational Information and Guidance 265 2
History of Civilization 113 or 114 3	*Electives 9
*Electives 4	
	<hr/> 16

SENIOR YEAR

Student Teaching 210..... 3	Student Teaching 215..... 3
Classroom Problems 236..... 3	Philosophy of Education 203..... 3
Psychology of Exceptional Children 227 2	*Electives 10
American History Elective..... 3	
*Electives 5	
	<hr/> 16

† It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

* Electives will include requirements found on page 71, as determined by the special field chosen.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

ELECTIVES FOR TEACHERS IN SPECIAL EDUCATION

Six areas in the Special Education Curriculum for teachers in public schools and for homebound cases are offered. Students will follow the core requirements as outlined and in addition will take the electives required in the area selected.

	<i>*Deaf and Hard of Hearing</i>	<i>Mentally Retarded</i>	<i>‡ Partially Sighted</i>
Art	207, 102 or Ind.	207, 102 or Ind.	207, 102 or Ind.
Arts Elect.		Arts Elect.	Arts Elect.
Biological Science	145, 146	145, 146, 238	145, 146, 247
Business Education			112
Education	215 (4 s.h.), 232	162, 215 (2 s.h.), 205, 240, 243	162, 215 (2 s.h.), 205, 240, 244
Geography	Electives (5 s.h.)	Electives (6 s.h.)	Elective (3 s.h.)
Health and Physical Education	245	245	245
Home Economics		106	106
Mathematics	101	101	101
Music	131 or 111 or 122, 238	131 or 111 or 122, 238	131 or 111 or 122, 238
Speech	110, 211, 213, 214, 221, 250, 251, 252, 253, 254, 255, 256	110	110

	<i>Physically Handicapped</i>	<i>Socially Maladjusted</i>	<i>† Speech Re-education</i>
Art	207, 102 or Ind.	201, 102 or Ind.	
Arts Elect.		Arts Elect.	
Biological Science	145, 146	145, 219, 238	145, 146
Education	162, 215 (2 s.h.), 205, 240, 245	162, 210 (2 s.h.), 205, 240	162, 215 (2 s.h.), 205
Geography	Elective (3 s.h.)	Elective (3 s.h.)	
Health and Physical Education	227, 245	231 or 245	231 or 245
Home Economics	106		
Mathematics	101	101	
Music	131 or 111 or 122, 238	Elective (2 s.h.)	
Psychology		222, 235	
Social Science		261, 262, 263	
Speech	110	110	111, 112, 122, 123, 211, 213, 214, 220, 221, 250, 251, 256

* Students graduating as teachers of the deaf and hard of hearing will find that the requirements of the core curriculum and required electives will total more than the minimum of 128 required in other curricula. The additional hours may be taken during summer sessions.

‡ Affiliation with the Gailey Eye Clinic provides clinical observation, demonstration, and lectures in the pathology of the eye and vision.

† With the addition of Arithmetic in Modern Life 101 and Advanced Speech Reading 252, the speech correctionist who holds a certificate to teach in elementary grades will qualify for teaching the hard of hearing but not for teaching the deaf.

**JUNIOR AND SENIOR YEARS FOR TEACHERS IN SPECIAL EDUCATION
WHO ARE GRADUATES OF FORMER TWO-YEAR ELEMENTARY
CURRICULA**

Leading to the Degree of B.S. in Ed. and Limited State
Elementary Certificate

JUNIOR YEAR

FIRST SEMESTER	Semester Hours
Mental Hygiene 234.....	3
Occupational Information and Guidance 265.....	2
*American History Elective.....	3
Electives	8
	<hr/> 16

SECOND SEMESTER

Mental Testing 229.....	2
*American Government Elective.....	3
Electives	11
	<hr/> 16

SENIOR YEAR

FIRST SEMESTER

Psychology of Exceptional Children 227.....	2
Speech Re-education 212.....	3
Electives	11
	<hr/> 16

SECOND SEMESTER

Student Teaching 215.....	3
Philosophy of Education 203.....	3
Electives	10
	<hr/> 16

* Students who have had these courses will take Contemporary Civilization or other electives as approved by the Director of the Division of Special Education.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

Students who wish to qualify as speech correctionists at the end of four years may be required to take additional junior-college courses in Speech to be selected from courses 111, 112, 122, and 123 as determined by the Head of the Department of Speech.

The electives give the student an opportunity to select one of the six areas in Special Education as a major sequence. Courses required for the major sequence in each area are listed on page 71.

FOUR-YEAR CURRICULUM FOR SECONDARY-SCHOOL TEACHERS

Leading to the Degree of B.S. in Ed. and Limited State High-School Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111....	3	Contemporary Civilization 112....	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110....	1
Elective	3-4	Elective	3-4
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 15-16		<hr/> 15-16

SOPHOMORE YEAR

History of Civilization 113.....	3	History of Civilization 114.....	3
General Psychology 111.....	3	Educational Psychology 115.....	3
Fundamentals of Speech 110.....	3	Hygiene 105	3
Art Appreciation 107.....	1	Music Appreciation 107.....	1
Electives	6-7	Electives	6-7
Recreational Activities 103.....	1	Recreational Activities 104.....	1
	<hr/> 17-18		<hr/> 17-18

JUNIOR YEAR

American Public Education 211..	3	Secondary Education 220.....	3
United States History Elective....	3	Education or Psychology Electives.2-6	
Electives	10	Electives	7-11
	<hr/> 16		<hr/> 16

SENIOR YEAR

Student Teaching and Special Methods 210	5	Student Teaching and Special Methods 210	5
Philosophy of Education 203.....	3	School and Community Relations 204	2
Electives	6-8	Electives	7-9
	<hr/> 14-16		<hr/> 14-16

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

All students following this Curriculum should investigate the definite subject-matter requirements for teaching in recognized and accredited high schools as listed by the University of Illinois bulletin on *The Recognition and Accrediting of Illinois Secondary Schools* and *The North Central Association Quarterly*. Information concerning these requirements is available in the offices of the Director of the Training School and of the Registrar.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology, and student teaching combined may not exceed thirty-two semester hours.

Minimum requirement for graduation, 128 semester hours.

The majority of electives will be chosen in accordance with teaching-field requirements which precede the descriptions of courses in the different fields. In selecting the electives in addition to specific requirements, the students should consult the Heads of the Departments concerned.

Students with a first teaching field in Speech who are interested in speech re-education may be permitted to do some of their student teaching in Education 215.

GRADUATE SCHOOL

ADMINISTRATIVE OFFICERS

Raymond W. Fairchild, President of the University

Chris A. De Young, Dean of the University and Chairman of the Graduate Council

Arthur H. Larsen, Assistant Dean of the University and Head of the Department of Education and Psychology

Elsie Brenneman, Director of Admissions, Registrar, and Secretary of the Graduate Council

* GRADUATE COUNCIL

Richard G. Browne, Head of the Department of Social Science

John W. Carrington, Director of Student Teaching and Internship

Ester L. French, Head of the Department of Health and Physical Education for Women

Ralph U. Gooding, Head of the Department of Physical Science

Herbert R. Hiatt, Head of the Department of English

Ernest M. R. Lamkey, Head of the Department of Biological Science

Harry O. Lathrop, Head of the Department of Geography

Stanley S. Marzolf, Chairman, Committee on Research

Clifford N. Mills, Head of the Department of Mathematics

Eleanor W. Welch, Head Librarian

Jennie A. Whitten, Head of the Department of Foreign Languages

HISTORY

Graduate study at Illinois State Normal University was offered for the first time during the summer session of 1944 as a result of authorization by the State Teachers College Board on July 12, 1943.

Consideration of and preparation for graduate work are not matters of recent concern at Illinois State Normal University. In 1937, the Graduate Committee of the University became interested in preparing for the time when such an advanced program would be undertaken. Beginning in 1941, the five state teachers colleges and the University of Illinois, through several conferences each year, planned a five-year program of work culminating in the Master's degree. All of these considerations have resulted in excellent preparation for this additional program.

The Graduate Committee of the Teachers College Board on January 10, 1944, approved certain departments to begin graduate work in the intersession of that year. Additional departments have been approved since that time, bringing the total to nine departments now offering graduate work.

FACULTY COMPETENCE

An element of strength in any graduate program is the qualifications of the faculty. In establishing the graduate program, the State Teachers College Board stipulated that any faculty member teaching graduate courses is required to have a Doctor's degree, or the equivalent as defined in the standards of the American Association of Teachers College. The present graduate faculty offering approved

* The administrative officers, who constitute the Executive Committee, are also members of the Graduate Council.

courses represents fifty-two persons with Doctor's degrees and eight with the recognized equivalent of such degrees.

Ability to offer excellent work on the graduate level is not confined to scholastic attainment in terms of degrees but is also evident in high quality teaching, enhanced through the experiences of many staff members who have offered graduate courses in other colleges and universities. Teaching ability must be recognized as a first essential in determining the value of a faculty member, even on the graduate level.

Membership and participation in professional organizations and learned societies in special fields, as well as authorship of books, monographs, and articles, have all combined to provide recognition of many staff members as authorities in their fields.

BUILDINGS AND EQUIPMENT

To do first-class work on the graduate level, a college must recognize that excellent buildings and adequate equipment, especially in certain areas, are absolute necessities.

Illinois State Normal University is fortunate in having Milner Library, completed in 1940, designed for undertaking a graduate program. For a number of years, materials have been added to the holdings of the Library in anticipation of the offering of graduate work. Ample funds are available for constant additions to these holdings. With fifty-six carrells in the stack area provided for graduate study, two large reserve rooms, a very spacious reading room, and other equally valuable facilities, students undertaking graduate work will have the best of housing in which to use the ample materials at their disposal.

The availability of excellent laboratories in the Felmley Hall of Science meets exacting requirements for advanced work in the various sciences. The financial ability of the University to add new and needed equipment and supplies at any time makes possible the highly satisfactory furtherance of study in the science area.

Housing facilities and equipment in areas other than library and science afford opportunities for graduate students to do complete and thorough work comparable with that offered in the best institutions of higher education.

ADMISSION

Admission to courses for graduate credit will be guided by the following general requirements:

1. The completion of the first four years of the five-year program, or the approximate equivalent, in a college or university that is accredited by the American Association of Teachers Colleges, or by the appropriate regional accrediting agency, or one that is recognized by the state university of the state in which the college or university is located. It should be clearly understood that a student who is admitted to the five-year program at the beginning of the fifth year may be required to spend more than the minimum time to complete the work for the Master's degree. All deficiencies must be cleared before students will be admitted to candidacy for the degree.

2. A student with the Bachelor's degree from an institution not on the accredited or approved lists, as previously designated, may be accepted conditionally as an unclassified student, pending the satisfactory completion of one semester of graduate work.

3. Students within seven semester hours of graduation from a four-year curriculum may, with the consent of the Dean, be permitted to enter graduate courses for not more than the difference between the amount required for the Bachelor's degree and twelve semester hours. In the regular summer session, the maximum for such students is six semester hours.

4. Complete official transcripts of all high-school and college work must be filed.

5. Ordinarily admission will be restricted to students whose undergraduate record and whose other qualifications indicate promise of success in graduate work.

Application blanks for admission to graduate work may be secured from and filed with the Director of Admissions. After the blanks and the necessary transcripts have been received, they will be given consideration by the Committee on Admissions with all members present. This Committee consists of the Head of the Department concerned, the Director of Admissions, and the Dean of the University, who is Chairman of the Graduate Council. The Committee on Admissions will indicate undergraduate deficiencies, if any.

Admission to graduate courses does not guarantee candidacy for the Master's degree.

ADVISORY COMMITTEE

Each student admitted to graduate study will work under the direction of an Advisory Committee. This Committee will consist of a member of his major department as Chairman, appointed by the Head of that Department, and a second member appointed by the Chairman of the Graduate Council, upon nomination by the Chairman of the Advisory Committee and the student. The Department of Education and Psychology will be represented on the Committee.

ADMISSION TO CANDIDACY

Admission to candidacy for the Master's degree will be under the direction of the Graduate Council upon the recommendation of the candidate's Advisory Committee. The Council may deny such admission to candidates or may refuse further registration upon the basis of unsatisfactory scholarship or upon unfitness for teaching on physical, moral, mental, or emotional grounds. All requirements for admission to candidacy must be satisfied not later than the completion of approximately sixteen semester hours of graduate work.

EXPENSES

Fees are the same as for undergraduate students except that (1) a matriculation fee of five dollars is required and is payable once only when the student is admitted to the Graduate School, and (2) students taking graduate courses are required to purchase their textbooks. A detailed statement concerning fees and living conditions may be found on pages 30 and 31.

ASSISTANTSHIPS

A limited number of assistantships paying from \$75 to \$150 a month are available to approved graduate students.

TIME LIMITATION

The maximum time limit for the completion of work for the degree of Master of Science in Education is five years beginning with the date of matriculation at Illinois State Normal University.

RESIDENCE REQUIREMENT

One academic year (32 semester hours) or the equivalent in summer sessions is the minimum residence requirement. On approval of his Committee on Admission, a student holding a Bachelor's degree from Illinois State Normal University may present a maximum of eight semester hours of residence credit from another college or university. Students contemplating such work are advised to have courses approved before taking them in order to insure satisfactory transfer of credits.

PART-TIME LOAD

Not more than six semester hours per semester may be taken by students holding full-time positions. This maximum is not recommended for effective work.

MARKING SYSTEM AND SCHOLARSHIP REQUIREMENT

1. The marks to be given in graduate courses are *A*, *B*, *C*, for passing work, *F* for failure, *I* for incomplete, and *WX*, *WP*, or *WF* for withdrawal.
2. Credits earned in the major field must have marks of *B* or higher if such marks are to apply toward a Master's degree.
3. An average of *B* must be earned in all graduate courses taken.
4. Not more than three semester hours of credit with a mark of *C* may be applied toward the Master's degree.

TESTS AND EXAMINATIONS

1. All students taking graduate courses must satisfactorily complete any tests required by the Graduate Council.
2. All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered three times yearly. Graduate students will be notified when the examination is to be given.
3. Each candidate for the Master's degree must pass an examination (oral or written, or both) covering the graduate work offered in support of his candidacy. The time, place, and nature of the examination shall be determined by his Advisory Committee.

THESIS OR RESEARCH PROJECT

Each student will be required to write a thesis or report on a research project under the direction of his Advisory Committee. This thesis or report must give evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present the results of the foregoing procedures in a creditable manner that will meet recognized standards for such writing. It is understood that the interpretation of this requirement shall be such that it may mean types of projects showing creative ability. Two copies of the thesis or research project must be deposited in the University Library.

STUDENT TEACHING

The Advisory Committee for each student will recommend the type of practical school experience, if any, that will be most helpful to him.

DEGREE

The degree to be conferred upon the satisfactory completion of all requirements of the fifth or graduate year shall be that of Master of Science in Education.

DEPARTMENTS OFFERING GRADUATE WORK

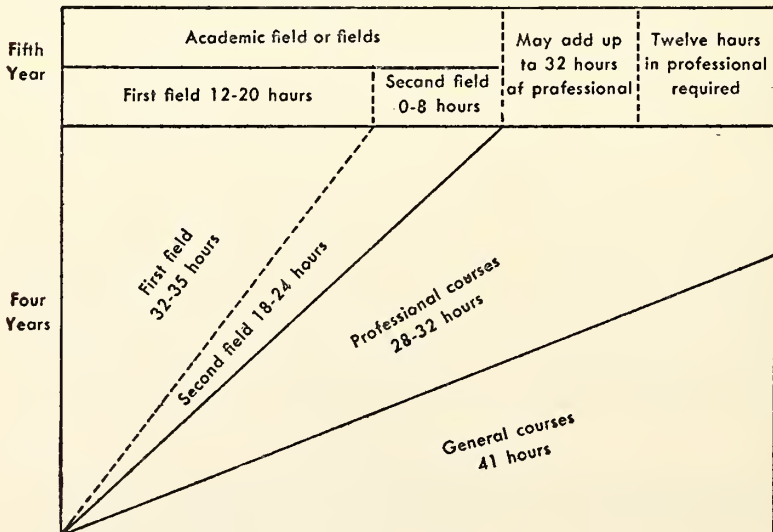
Certain departments were approved by the State Teachers College Board to offer graduate work beginning with the intersession and regular summer session of 1944. Such graduate work is also available in the regular sessions of the year. Those students who have satisfactory undergraduate preparation will find it possible to complete the requirements for the degree of Master of Science in Education at the end of one academic year. The departments offering such programs are: Education and Psychology, Biological Science, English, Geography, Health and Physical Education for Women, Mathematics, Physical Science (Chemistry), and Social Science. At this time the Department of Foreign Languages will offer graduate courses during the summer session only.

CURRICULAR REQUIREMENTS

All students having been graduated from Illinois State Normal University meet very definite curricular requirements.

The undergraduate requirements for those in the elementary field will be found on pages 67-69 and for those in special education on pages 70-72.

The chart which follows shows the approximate distribution and flexibility of the requirements of the five-year curriculum for secondary-school teachers. The core curriculum of the first four years is found on page 73. The requirements for the teaching fields of the undergraduate program are found preceding the descriptions of courses for each department.



GRADUATE CURRICULAR REQUIREMENTS

ELEMENTARY- AND SECONDARY-SCHOOL TEACHERS

Students preparing for teaching positions will meet the requirements of the area of their specialization as follows:

Elementary School: Individualization of Instruction 312, Introduction to Research 401, Seminar in Curriculum Construction 412, All-School Activities 415, Evaluation Techniques 418, Thesis or Research Project in Education 499, a maximum of five additional hours in Education or Psychology, and additional electives in teaching fields to make a total of 32 semester hours.

Secondary School: Twelve semester hours in the professional area consisting of Guidance 327, Introduction to Research 401, Seminar in Curriculum Construction 412, 2 or 3 hours in Psychology, 1 or 2 hours in Education or Psychology, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Special Education:

Mentally Retarded: Child Psychology 321, Introduction to Research 401, Individual Mental Testing 425 and 426, Child Welfare Services 363. Thesis or Research Project in Education or Psychology 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Physically Handicapped: The Sensory Organs 405, Child Psychology 321, Introduction to Research 401, Thesis or Research Project in Education or Psychology 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Socially Maladjusted: Introduction to Research 401, Counseling and Psychotherapy 411, Individual Mental Testing 425 and 426, Psychological Clinic 432 and 433, Child Welfare Services 363, Thesis or Research Project in Education or Psychology 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Junior College: Readings in Educational and Psychological Research 305, Introduction to Research 401, Seminar in Curriculum Construction 412, The Junior College 464, 2 or 3 hours in Education or Psychology, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Guidance and Personnel: Guidance 327, Introduction to Research 401, Educational Statistics 403, Advanced Educational Psychology 301, Counseling and Psychotherapy 411, Individual Mental Testing 425, Psychological Clinic 432 and 433, Thesis or Research Project in Education or Psychology 499, and electives in professional or teaching fields to make a total of 32 semester hours.

SCHOOL ADMINISTRATORS AND SUPERVISORS

Students preparing for positions as school administrators and supervisors will meet the requirements as indicated for each group. The needs and interests of the individual student will be met in part through providing separate courses and in part through special assignments, term papers, research projects, and field projects. As indicated, in addition to required courses, the student will elect from professional or subject-matter fields under the direction of his Advisory Committee.

Superintendents of Schools: Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420, School Administration 431 and 432, Thesis or Research Project in Education 499, 2 hours in Education or Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Elementary School Principals: Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420, School Administration 431 and 432, Thesis or Research Project in Education 499, 2 hours in Education or Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Supervisors of Instruction: Individualization of Instruction 312, Introduction to Research 401, Seminar in Curriculum Construction 412, All-School Activities 415, Evaluation Techniques 418, Improvement of Instruction 420, Thesis or Research Project in Education 499, 3 hours in Education or Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Secondary School Principals: Guidance 327, Introduction to Research 401, Seminar in Curriculum Construction 412, Improvement of Instruction 420, School Administration 431 and 432, Thesis or Research Project in Education 499, 2 or 3 hours in Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Supervisors of Student Teaching in the Elementary Schools: Individualization of Instruction 312, Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420, Laboratory School Administration 441, Laboratory School Experience 442, Administration of Special Education 450, Thesis or Research Project in Education 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Supervisors of Student Teaching in the Secondary Schools: Guidance 327, Introduction to Research 401, Seminar in Curriculum Construction 412, Evaluation Techniques 418, Improvement of Instruction 420, Laboratory School Administration 441, Laboratory School Experience 442, Thesis or Research Project in Education 499, 2 or 3 hours in Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

COURSES OF INSTRUCTION

For credit purposes, each course is assigned semester hour value, each semester hour representing the equivalent of one class period of lecture or recitation or two periods of laboratory work per week for one semester.

The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course,—I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

Credits earned during the summer sessions or by extension are recorded with S or E preceding the course numbers.

Course offerings and teaching field requirements are listed alphabetically by departments.

FRESHMAN AND SOPHOMORE COURSES.—These are the comprehensive introductory courses in the various subjects offered in the Freshman and Sophomore years. They are numbered 100-109 and are known as junior-college courses. Only a limited number of Freshman and Sophomore courses may be counted for graduation when taken by Juniors and Seniors.

COURSES OPEN TO JUNIORS AND SENIORS ONLY.—These are advanced undergraduate courses and are not open to Freshmen and Sophomores. They are numbered 200-299 and are known as senior-college courses. Forty-three semester hours of all of the work of the Junior and Senior years must be in these courses.

COURSES FOR GRADUATE CREDIT ONLY.—These courses are numbered 300-499 and are the only courses which may be applied toward a Master's degree.

AGRICULTURE

Students electing Agriculture as a first teaching field take as a minimum the following courses: 115, 116, 120, 121, 122, 125, 211, 218, 228, 229, 235, and a choice of 213 or 232. Total: 35 hours.

Students who wish to qualify in vocational agriculture must have a minimum of 52 semester hours of technical agriculture. Such students take the following courses: 115, 116, 120, 121, 122, 124, 125, 128, 205, 208, 211, 213, 214, 216, 218, 219, 225, 228, 229, 231, 232, 235, 238, Biological Science 111, 112, 201, 211, Physical Science 140, 144, 207, and Geography 111. Physical Science 140, Geography 111, and Biological Science 111 and 112 may be substituted for Natural Science Survey 109 and 110.

Because of the large number of courses of technical agriculture required of students in this Curriculum, such students are excused from taking Philosophy of Education and History of Civilization. Furthermore, they take Agriculture 238 instead of an elective in education or psychology.

Students electing Agriculture as a second teaching field take as a minimum the following courses: 115, 116, 121, 122, 229, 235, and electives in Agriculture. Total: 20 hours. In selecting the electives, the student should consult the Head of the Department of Agriculture. A second field in Agriculture may lead directly to a vocational preparation at a later period of study.

101. ELEMENTARY AGRICULTURE—I (3) or II (3)

An orientation in project work, 4-H clubs, agricultural organizations, co-operative marketing, soils, crops, breeds of livestock, feeds, and farm management. For rural school teachers.

115. LIVESTOCK MANAGEMENT—II (3)

Origin, development, and improvement of cattle, horses, poultry, sheep, and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals. *Prerequisite:* Agriculture 116.

116. LIVESTOCK FEEDING PRINCIPLES—I (3)

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations. *Prerequisite:* Physical Science 140.

120. SOILS LECTURES—II (2)

Origin, formation, and classification of soils; soil treatments and management practices. *Prerequisite:* Geography 111 and Physical Science 144.

121. FIELD CROPS—I (4)

Methods of planting, cultivating, and harvesting the common cereal and forage crops; control of fungus diseases, insect pests, and weeds; grades, improvement, and judging of grains.

122. SOILS LABORATORY—II (3)

Laboratory practice in texture, acidity, plasticity, shrinkage, and types, in connection with Soils Lectures 120. *Prerequisite:* Geography 111 and Physical Science 144.

124. FORAGE CROPS—II (3)

Production, utilization, and preservation, as hay or silage, of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures. *Prerequisite:* Agriculture 121.

125. ORCHARDING—I (2)

Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing, and marketing of deciduous fruits. Planning and care of the home orchard emphasized.

126. SMALL FRUIT CULTURE—II (3)

Principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits. *Prerequisite:* Agriculture 125.

128. HOME VEGETABLE GARDENING—II (2)

Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, harvesting and storing of vegetables. Field practices are stressed.

202. HAY AND SEED QUALITY—II (3)

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance, and purity tests. *Prerequisite:* Agriculture 124.

205. GENETICS—I (3)

Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.

208. INTRODUCTION TO AGRICULTURAL EDUCATION—II (2)

A brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agricultural education.

211. INTRODUCTORY AGRICULTURAL ECONOMICS—I (3)

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

212. AGRICULTURAL ECONOMICS—II (3)

Present-day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price-raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213. FARM MANAGEMENT—I (3)

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214. MARKETING AGRICULTURAL PRODUCTS—II (3)

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agricultural credit facilities.

216. FARM ACCOUNTING—II (3)

The application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

218. ELEMENTARY DAIRYING—I (3)

Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein, and adulterants.

219. ECONOMIC DAIRY PROBLEMS—II (2)

Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading, and judging of commercial products. *Prerequisite:* Agriculture 218.

220. DAIRY CATTLE BREEDING—II (3)

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. *Prerequisite:* Agriculture 218.

225. PORK PRODUCTION—I (3)

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program;

principles of selecting and judging swine for breeding and marketing. *Prerequisite:* Agriculture 115.

227. BEEF PRODUCTION—II (3)

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; the fitting of cattle for show and sale.

228. POULTRY MANAGEMENT—II (4)

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding, and improvement of laying and breeding flock; selection, care, and incubation of eggs; brooding and growing chicks; marketing of products.

229. LIVESTOCK JUDGING—II (2)

Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. *Prerequisite:* Agriculture 115.

230. FARM MEATS—I (2)

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

231. GAS ENGINES AND TRACTORS—II (3)

Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.

232. FIELD MACHINERY—II (3)

Repair and the adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.

233. POULTRY BREEDING, JUDGING, AND EXHIBITING—I (3)

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; preparation of poultry for show purposes. A small poultry show will be conducted by the class. *Prerequisite:* Agriculture 228.

235. FARM SHOP WORK—I (3)

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

236. FARM BUILDINGS—I (3)

Design of farm structures with regard to materials, economy, conveniences, sanitation, appearance, and cost.

238. EVENING AND PART-TIME SCHOOLS—II (3)

The work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

ART

Students electing Art as a first teaching field take as a minimum the following courses: 105, 106, 109, 110, 113, 114, 115, 125, 126, 130, 131, 132,

201, 211, 225, 226, 227, 233, 236, 247, and electives in Art. Total: 50 hours. The program may require more than a minimum of 128 semester hours for graduation. The number of hours required will depend upon the choice of a second teaching field.

Students electing Art as a second teaching field take as a minimum the following courses: 105, 106, 107, 109, 110, 113, 114, 115, 201 or 211, and electives in Art. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Art.

101. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—I (2)

Basic skills and media for carrying on art activities in elementary schools including manuscript writing, lettering, bulletin board arrangements, use of wax crayon and fingerpaint. Problems in color and design.

102. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—II (3)

Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition including murals.

105. COLOR IN DESIGN—I (2)

Color theory and practice as applied in creative design. Experimentation with various media in realistic, conventionalized, and abstract designs.

106. DRAWING AND COMPOSITION—II (2)

Drawing and sketching in a variety of media from still life and nature. Emphasis upon developing an ability to represent three-dimensional form on a two-dimensional surface. Application of the elements of design in pictorial composition.

107. ART APPRECIATION—I (1) or II (1)

The art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.

109. BASIC MATERIALS—I (2)

A workshop class concerned with the investigation and experimentation of fundamental materials including paper, wood, glass, metal, and plastics. Emphasis on visual and tactile qualities and methods of construction.

110. BASIC MATERIALS—II (2)

A workshop class using the same materials as those in 109 and introducing the concept of space as an element of design. Emphasis on forming, joining, and finishing of materials.

111. ART FUNDAMENTALS—I (3) or II (3)

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique.

113. LIFE DRAWING AND MODELING—I (3)

The anatomy and design of the human figure as a basis for use in creative expression. Media will include pencil, charcoal, lithograph, conté, pen and ink, and clay. Lectures one hour per week on human anatomy.

114. LIFE COMPOSITION—II (3)

Continuation of the study of the human form, with special emphasis upon composition and the ability to achieve expressive drawing.

115. PERSPECTIVE DRAWING—I (1)

Elementary problems involving the principles of linear and aerial perspective.

116. PUPPETRY—I (2) or II (2)

A brief survey and construction of several kinds of puppets suitable for use in elementary and secondary schools. Paper-bag and cloth puppets, stick and hand puppets, and string-controlled marionettes will be included.

118. LANDSCAPE COMPOSITION AND SKETCHING—Summer only (3)

A recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

124. METAL CRAFTS—II (2)

Experience in designing and working with various metals, such as brass, copper, and silver, with emphasis upon appreciation, criteria for the consumer, industrial relationships, and vocational possibilities.

125. PERSONALITY IN HOME AND DRESS—I (2)

An application of art principles to the expression of personality in appearance and environment. Achieved through a study of contemporary and traditional styles in American homes and furniture, and practical problems in making house plans and designing costumes.

126. LETTERING AND ILLUSTRATION—II (2)

Practical experience in the use of the most important alphabets, supplemented by study of the historical development of letter forms and the modern commercial processes and media of illustration required in the commercial field with reference to problems of reproduction. Problems in poster design and juvenile book illustrations.

127. POTTERY—I (2)

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.

130. WATER-COLOR PAINTING—II (1)

Studio problems involving exploration of water color as a painting medium. Experimentation in the various techniques of water-color painting such as transparent wash, dry brush, combination wash, pen and ink, and gouache.

131. OIL PAINTING—I (1)

Studio problems involving exploration of oil paint as a painting medium. Painting from the model, still life, and landscape as a basis for experimentation in the various methods of painting with oils.

132. SCULPTURE—II (1)

Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.

193. ART WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

201. CRAFTS FOR ELEMENTARY SCHOOLS—I (3)

Simple crafts suitable for the elementary level such as weaving, claywork, book binding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. *Prerequisite:* Art 101 or 105.

202. TEACHING ART IN ELEMENTARY SCHOOLS—I (2) or II (2)

Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels.

207. ART FOR HANDICAPPED CHILDREN—II (3)

For teachers in Special Education. Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes.

209. WEAVING—I (2) or II (2)

Experiments in the use of wool, cotton, rayon, linen, jute, plastic, and metallic threads. Use of two- and four-heddle table and floor looms, Inkle looms, card weaving, and various types of looms which can be made by the student. Emphasis upon pattern and texture in creating original designs.

211. CRAFTS FOR SECONDARY SCHOOLS—II (3)

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. *Prerequisite:* Art 105 or 111.

225. HISTORY OF ART—I (3)

The development of art from prehistoric times to the Renaissance.

226. HISTORY OF ART—II (3)

The development of art beginning with the Renaissance to World War I.

227. CONTEMPORARY ART—I (2)

The development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.

233. ADVANCED WATER-COLOR PAINTING—I (3)

Painting from still life, models, and landscape with special problems in color and composition. Use is made of the various water-color painting techniques in producing original compositions expressive of the experiences of the individual student. Supplemented with a brief survey of the history of water-color painting and its importance in modern art. *Prerequisite:* Art 130.

236. ADVANCED OIL PAINTING—II (3)

Advanced composition in oil using abstract, still-life, landscape, and figure subjects. A survey of contemporary trends in oil painting. *Prerequisite:* Art 131.

237 and 238. ADVANCED STUDIO—I (2 or 3) and II (2 or 3)

Individual creative problems chosen by the student and approved by the instructor.

247. ADVANCED SCULPTURE—II (3)

Advanced composition in various media suitable for sculpture. A survey of contemporary trends in sculpture. *Prerequisite:* Art 132.

293. ART WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

BIOLOGICAL SCIENCE

Students electing Biological Science as a first teaching field take as a minimum the following courses: 111, 112, 121, 122, 131, 132, and electives in Biological Science. Total: 37 hours.

Students electing Biological Science as a second teaching field take as a minimum one of the following sequences:

Biological Science: 111, 112, (121, 122) or (131, 132), and electives in Biological Science. Total: 20 hours.

Health Education: 145, 146, 211, 238, 240, 250, 251, and Home Economics 106. Total: 21 hours. Students who have had Biological Science 121 and 122 are excused from 145 and 146.

Although a second teaching field in Health Education has been developed to conform to the joint objectives of the Departments of Biological Science and Health and Physical Education, it may be chosen by anyone interested in the field.

Students with a first teaching field in Biological Science and a second teaching field in some other department and students with a first teaching field in Health and Physical Education may develop an additional first teaching field in Health Education by taking the requirements for a second teaching field in that area as well as a selection of electives from the following courses: Education 108, 232 or 233 or 234, 261; Psychology 222, 234; Home Economics 212, 233; Biological Science 117, 247; Health and Physical Education 115; Social Science 261, 262. Heads of the Departments of Biological Science and Health and Physical Education should be consulted in selecting the electives. Both Psychology 115 and Education 108 will apply in developing this field but only one will apply in the minimum of 128 hours required for graduation.

In selecting the electives for a second teaching field in Biological Science or Health Education, the student should consult the Head of the Department of Biological Science.

Students electing Biological Science as a first or second teaching field, except those taking Health Education as a second field, take one semester of general chemistry and one of general physics in their Freshman year. They are not required to take Natural Science Survey 109 and 110.

UNDERGRADUATE COURSES

105. HYGIENE—I (3) and II (3)

The factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Given jointly by the Departments of Biological Science, Geography, and Physical Science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

111. GENERAL BIOLOGICAL SCIENCE—I (3)

A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. This course is basic for all further courses in biology.

112. GENERAL BIOLOGICAL SCIENCE—II (3)

The scope of botany, together with its economic applications and its position in the field of education, is outlined. Deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals. *Prerequisite:* Biological Science 111.

117. HOME NURSING—I (2)

Theory and procedures to help potential homemakers meet personal and family health problems in their own homes. Covers the standard Red Cross course in Home Nursing and is taught by a Registered Nurse. Red Cross certificates are issued to all who satisfactorily complete this course. Students who have had Home Economics 212 may not take this course for credit.

121. COMPARATIVE ZOOLOGY—I (3)

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present-day needs. *Prerequisite:* Biological Science 111.

122. COMPARATIVE ZOOLOGY—II (3)

The work done in 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies. *Prerequisite:* Biological Science 121.

131. COMPARATIVE BOTANY—I (3)

Largely a morphological and taxonomic study of the Thallophytes and Bryophytes used to interpret broad principles of plant life. *Prerequisite:* Biological Science 112.

132. COMPARATIVE BOTANY—II (3)

A study of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. Develops into a field course, in which facility in the ready identification of plants by means of keys and manuals and some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work. *Prerequisite:* Biological Science 131.

145 and 146. FUNCTIONAL ANATOMY—I (3) and II (3)

A course in biological science, including enough of the physiology and anatomy of vertebrates for the student to understand the structure and function of the human body. Special consideration to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

193. HEALTH EDUCATION CENTER—Summer only (3 or 6)

Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a comprehensive health program. The instructional program, individual problems, recent health legislation, and health service procedures are considered. Other areas participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Credit applies in the Biological Science Department only. *Prerequisite:* Teaching experience or Biological Science 238.

201 and 202. ENTOMOLOGY—I (3) and II (2)

Analysis of the structures by means of which insects are identified and classified. Damage to farm crops and animals is stressed and special attention is given to insects affecting man and his habitations. *Prerequisite:* Biological Science 111.

206. FIELD ZOOLOGY—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are

also considered. Conservation is a component part of the course. *Prerequisite:* Biological Science 111.

211. INTRODUCTORY BACTERIOLOGY—I (3) or II (3)

Yeasts, fungi, and bacteria are studied in relation to human welfare. To meet the needs of students in agriculture, home economics, sanitation, and science in general. *Prerequisite:* A laboratory course in Biological Science.

212. GENERAL BACTERIOLOGY—II (2)

A continuation of Introductory Bacteriology. Designed for those students who need more specific information in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology. *Prerequisite:* Biological Science 211.

214. PLANT PATHOLOGY—II (3)

A study of those types of plant disease caused by bacteria and fungi. *Prerequisite:* Biological Science 112.

215. PLANT PHYSIOLOGY—I (2)

Plant physiology as it concerns the reactions of plants to natural factors in their environment and their further response under the hand of man. *Prerequisite:* Biological Science 112.

219 and 220. NATURAL SCIENCE—I (3) and II (2)

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary and junior high schools.

238. SCHOOL HEALTH—I (2) or II (2)

The teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. *Prerequisite:* Biological Science 105.

240. MODERN HEALTH PROBLEMS AND PROCEDURES—I (3)

The interpretation of personal health and group health problems. The course is particularly designed to acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing. *Prerequisite:* Biological Science 238.

247. SIGHT-SAVING PROBLEMS—I (2)

Observations, lectures, and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. *Prerequisite:* Biological Science 146.

250 and 251. THE HUMAN BODY—MORPHOLOGY, FUNCTION, AND BEHAVIOR—
I (3) or II (3) and II (2)

A laboratory and lecture course for those who need information based directly upon the study of the human body. Attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. *Prerequisite:* Biological Science 122 or Health and Physical Education 242.

293. HEALTH EDUCATION CENTER—Summer only (3 or 6)

Same as Biological Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

GRADUATE COURSES

300 and 301. CURRENT READINGS IN BIOLOGICAL SCIENCE—I (1) and II (1)

Participation required of all graduate students majoring or minoring in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

311. SCHOOL AND COMMUNITY SANITATION—II (3)

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

312. ADMINISTRATION OF SCHOOL HEALTH—I (3)

The administration and organization of school health education, presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

405. THE SENSORY ORGANS—II (3)

The anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing, and sight saving.

421, 422, 423, and 424. BIOLOGICAL RESOURCES—I (2, 2, 2, and 2)

The biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement, and in the economic life of the local community. Individual problems are considered in the areas of (a) plant physiology, (b) entomology, (c) plant pathology, and (d) genetics.

Students may select from one to four of the areas to be studied in their relation to biological resources and will receive two semester hours of credit for each area covered. The areas will be designated as 421, 422, 423, and 424.

428. BIOLOGICAL RESOURCES—II (5)

The location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

450 and 451. HUMAN ANATOMY AND PHYSIOLOGY—I (3) and II (3)

A biological basis for those who need an understanding of the human body in the various professionalized educational fields. The laboratory work is based directly upon the human body.

452. HUMAN DEVELOPMENT AND BEHAVIOR—ITS BIOLOGICAL BASIS—I (3)

Studies in endocrinology and neurology planned to meet the needs of students in Education and Psychology, Health Education, and Special Education. The laboratory procedures are based upon anatomical materials from the human as well as animal body and include work in animal experimentation.

491. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

A thesis or a research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

BUSINESS EDUCATION

Students electing Business Education as a first teaching field take as a minimum one of the following sequences:

Secretarial Science: 111, (112, 113, 114) or (113, 114, 116), 115, 122, 123, 124, 131, 132, 211, 212, and Geography 113. Total: 34 hours.

Accounting and Law: 111, 117, 131, 132, 231, 232, 241, 242, 252, 253, 254, 256, and Geography 113. Total: 38 hours.

Students electing Business Education as a second teaching field take as a minimum one of the following sequences:

Secretarial Science: (112, 113, 114) or (113, 114, 116), 122, 123, 124, and 212. Total: 18 hours.

Accounting and Law: 117, 131, 132, 231, 232, 241, and 242. Total: 21 hours.

General Business: 111, 131, 132, 252, 253, 254, and 256. Total: 20 hours.

Distributive Business: 111, 117, 252, 253, 254, 257, and Psychology 211. Total: 19 hours.

NOTE: Students entering with some preparation in typewriting and shorthand in high school or private school may be excused from some of the beginning courses in secretarial science under advisement with the Head of the Department. The minimum requirement for teaching shorthand and typewriting is six semester hours in the subject and sixteen semester hours in the field.

111. ELEMENTS OF BUSINESS—I (3)

Business behavior and business practices and the basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

112. TYPEWRITING—II (2)

Designed to give a knowledge of the typewriter and to develop skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

113. TYPEWRITING—I (2) or II (2)

The objective is to develop individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. *Prerequisite*: Business Education 112 or one year of high-school typewriting.

114. TYPEWRITING—I (2) or II (2)

At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Reasonable skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is also required. *Prerequisite*: Business Education 113 or two years of high-school typewriting.

115. BUSINESS ENGLISH—I (2) or II (2)

Fundamental principles that govern the several kinds of business letters and practical methods of handling the more typical situations. The course is a combined study of the business letter and practical English.

116. TYPEWRITING—I (2) or II (2)

Advanced correspondence, filing, dictation, legal and business documents. *Prerequisite:* Business Education 114.

117. BUSINESS MATHEMATICS—I (3) or II (3)

A background course in business education providing training for those preparing to teach commercial arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

122. SHORTHAND—II (3)

Eight chapters of Gregg *Manual* and reading text. Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading, and dictation.

123. SHORTHAND—I (3) or II (3)

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. *Prerequisite:* Business Education 122 or one year of high-school shorthand.

124. SHORTHAND—I (3) or II (3)

A dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability and speed. Minimum requirement: eighty words a minute for five minutes, correctly transcribed. *Prerequisite:* Business Education 123 or two years of high-school shorthand.

131. ACCOUNTING—I (3)

Leads to a study of business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132. ACCOUNTING—II (3)

Corporation accounting leading to a consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. *Prerequisite:* Business Education 131.

211. ADVANCED OFFICE PRACTICE—I (2)

Designed to give the student practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. *Prerequisite:* Business Education 114, or 116, or six semester hours of typewriting.

212. ADVANCED TRANSCRIPTION—I (3) or II (3)

An advanced course in shorthand with primary emphasis on the application of the principles of functional English to the typewritten transcript. *Prerequisite:* Business Education 114 and 124.

213. METHODS AND MATERIALS IN TYPEWRITING—Summer only (3)

Methods and materials to be used for teaching typewriting and the psychology behind the teaching and learning of the subject. Required for teachers with degrees who wish to qualify by the proficiency test method, which includes speed at the rate of forty-five words per minute for fifteen minutes by the end of the course. *Prerequisite:* Six semester hours of Business Education 112, 113, and 114; or four semester hours of typewriting, plus two years of acceptable high-school typewriting, or the equivalent in a private business school; or a degree and ability to pass a proficiency test upon completion of the course.

231. ACCOUNTING—I (3)

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations, with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are included. *Prerequisite:* Business Education 132.

232. ACCOUNTING—II (3)

Accounting for special types of business, together with a review of general accounting theory. A general survey of accounting for social security, systems and auditing, manufacturing cost accounting, and the relation of accounting to income taxation. *Prerequisite:* Business Education 231.

241. BUSINESS LAW—I (3)

Includes consideration of courts, agency, negotiable instruments, sales of goods, contractual relationships, and insurance.

242. BUSINESS LAW—II (3)

Installment sales, mortgages, loans and discounts, bailment, partnerships and other business associations, property, social legislation, bankruptcy, and general treatment of the laws as they affect business. *Prerequisite:* Business Education 241.

252. ECONOMICS OF BUSINESS—II (3)

The purpose of the course is to adjust economic theory to intelligent business administration. Attention is given to practical application of economics in distribution through the use of practical problems relating to transportation, risk, money, credit, and business cycles and policies.

253. BUSINESS ORGANIZATION AND MANAGEMENT—I (3)

An evaluation of different types of business enterprises, methods of organization, internal operating policies, and case material in management. *Prerequisite:* Business Education 252.

254. ADVERTISING AND SALESMANSHIP—II (2)

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is attempted and personnel development methods are used. *Prerequisite:* Business Education 252.

256. BUSINESS FINANCE—II (3)

Credit and financial controls, analyses of financial statements, the function of banking as a business, the interpretation of the security markets, and the internal management of the finance function. *Prerequisite:* Business Education 252.

257. DISTRIBUTIVE BUSINESS—I (3)

Survey of the methods of sales techniques, materials of instruction, and procedures under the George-Deen Act, with application to classroom training and in-training in stores.

EDUCATION AND PSYCHOLOGY

Courses in Education and Psychology are required in all curricula to the extent of a minimum of 28 semester hours and a maximum of 32 semester hours with two exceptions. Experienced teachers who are working toward a Bachelor's degree in Elementary Education may have a maximum of 38 semester hours. In Special Education the requirement varies in the different areas.

For information concerning Psychology as a second teaching field see page 102.

UNDERGRADUATE COURSES IN EDUCATION

107. READING METHODS—I (3) or II (3)

Reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. *Prerequisite:* Education 108.

108. CHILD GROWTH AND DEVELOPMENT—I (3) or II (3)

Physical, mental, emotional, and social growth and development of children, and the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had Psychology 115 may not take this course for credit. *Prerequisite:* Education 109 and 110.

109 and 110. OBSERVATION AND READING—I (1) and II (1)

Activities of children and youth in a wide variety of situations; discovery of teaching problems through observation, reading, discussion and some participation, providing professional background for the student's entire college preparation for teaching; use of reading at the adult level.

121. READING CLINIC—Summer only (1)

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

122. PARENT-TEACHER ASSOCIATION CLINIC—Summer only (1)

Purpose, program, and organization of parent-teacher work, taught in cooperation with the Illinois Congress of Parents and Teachers. An intensive one-week course for teachers.

135. RURAL EDUCATION CLINIC—Summer only (1 to 5)

The curriculum and course of study of the rural school. Intensive work on specific teaching problems, including arithmetic, language arts, fine and applied arts, and social studies. The student may enroll in the Clinic for credit more than once so long as the subject matter covered is not duplicated.

162. SURVEY OF SPECIAL EDUCATION—I (2)

Educational provisions for physically-handicapped and mentally-exceptional children, including the partially sighted, crippled, delicate, deaf and hard of

hearing, mentally subnormal, and mentally superior. Introductory course for majors in Special Education and for all classroom teachers and administrators who wish general information in this field.

193. EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

201. THE JUNIOR HIGH SCHOOL—I (2)

Origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the junior high school. *Prerequisite:* Psychology 115 or Education 108.

202. CHARACTER EDUCATION—II (2)

Forces and factors which determine character, together with suggestions concerning the contributions which the school can make through its organization, curricular content, and methodology toward improving the character of its students. *Prerequisite:* Education 211.

203. INTRODUCTION TO PHILOSOPHY OF EDUCATION—I (3) or II (3)

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. *Prerequisite:* Senior standing and completion of all required education courses except Education 204, 210, and 215.

204. SCHOOL AND COMMUNITY RELATIONS—I (2) or II (2)

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. *Prerequisite:* Education 211.

205. ADVANCED READING METHODS—II (3)

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. *Prerequisite:* Education 107, and 210 or teaching experience.

206. RURAL EDUCATIONAL INSTITUTIONS AND LEADERSHIP—II (3)

Rural educational sociology and leadership, stressing the educational institutions and agencies such as the home, the school, the church, the Grange, the farm and home bureaus, the 4-H clubs, the newspaper, the drama, and the festivals, with special attention to leadership technique. Rural social and economic changes receive attention. *Prerequisite:* Education 211.

208. ELEMENTARY-SCHOOL TESTS AND MEASUREMENTS—II (2)

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

210. STUDENT TEACHING AND SPECIAL METHODS—Secondary, I (5) and II (5); STUDENT TEACHING—Elementary, I (3 or 8) or II (3 or 8)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. *Prerequisite:* At least one semester of residence at Illinois State Normal University, satisfactory preparation in subject-matter fields and professional courses, and the approval of the Director of Student Teaching. The residence requirement does not apply to transfers in the Special Education Curriculum.

211. AMERICAN PUBLIC EDUCATION—I (3) or II (3)

Organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. *Prerequisite:* Psychology 115 or Education 108.

213. DIAGNOSTIC AND REMEDIAL INSTRUCTION—I (2) or II (2)

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the training school; case study of a pupil selected either from the student's teaching group or from the training school. *Prerequisite:* Education 211.

215. STUDENT TEACHING—Special Education—I (2 to 5) or II (2 to 5)

Differentiated according to area of major specialization. Done with children mentally retarded, physically handicapped other than in vision or hearing, partially sighted, deaf or hard of hearing, defective in speech, or socially maladjusted. *Prerequisite:* Education 210 or concurrent registration, or approved teaching experience.

219. ADVANCED READING CLINIC—Summer only (1)

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. *Prerequisite:* Education 107 or 121.

220. SECONDARY EDUCATION—I (3) or II (3)

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluation of the results of instruction. *Prerequisite:* Education 211.

221. HIGH-SCHOOL TESTS AND MEASUREMENTS—I (2)

Achievement and intelligence tests in the secondary school. Particular emphasis upon achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

223. SECONDARY-SCHOOL READING—Summer only (3)

Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. *Prerequisite:* Education 211.

224. EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS—I (2)

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. *Prerequisite*: Psychology 115.

231. PUPIL ACTIVITIES IN THE ELEMENTARY SCHOOL—I (3)

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers select curriculum materials and organize units. Observation and discussion of such units in progress in the training school. Primarily for teachers who wish to study recent developments in elementary education. *Prerequisite*: Education 211.

232. EARLY CHILDHOOD EDUCATION—I (3)

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum, and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. *Prerequisite*: Education 211.

233. MIDDLE-GRADE EDUCATION—II (3)

Methods and materials in intermediate grades; instructional problems planned especially for teachers of the middle grades; the selection, organization, and use of curriculum materials; the program of activities, pupil appraisal. *Prerequisite*: Education 211.

234. UPPER-GRADE EDUCATION—II (3)

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization: one grade, departmental, and junior high school. *Prerequisite*: Education 211.

235. RURAL EDUCATION—I (3)

Duties of rural teachers, especially those of one-, two-, and three-teacher schools; the rural social background; the daily-weekly schedule of teaching-learning activities; good housekeeping, equipment, records, and reports; school organization, social control, and administration; community leadership. *Prerequisite*: Education 211.

236. CLASSROOM PROBLEMS—I (3)

Fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures, and curriculum activities; observation of and participation in solving problems such as group control, use of records and reports, selection of teaching materials, and evaluation of instruction. *Prerequisite*: Education 211.

240. AUDIO-VISUAL EDUCATION—II (3)

Theory, materials, and methodology of audio-visual aids. Results of experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; methods of using audio and visual aids in the classroom. Technique in photography, making of slides and film strips, and practice in operating all types of audio-visual equipment. *Prerequisite*: Education 220 or 236.

243. EDUCATION OF THE MENTALLY RETARDED—I (2) or II (2)

Study of the objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records. To be taken with Student Teaching 215.

244. EDUCATION OF THE PARTIALLY SIGHTED—I (2) or II (2)

Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic. To be taken with Student Teaching 215.

245. EDUCATION OF THE PHYSICALLY HANDICAPPED—I (2) or II (2)

For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing, and vision. Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. To be taken with Student Teaching 215.

250. CURRENT TRENDS IN EDUCATION—I (3) or II (3)

New trends and movements in education as revealed by changes in materials of instruction; methods of teaching and learning; pupil behavior, control and administration of schools, state and federal activities in education, and developments in teacher education. *Prerequisite:* Education 211.

251. INTRODUCTION TO PHILOSOPHY—I (3) or II (3)

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

252. ETHICS—I (3) or II (3)

Principles underlying human conduct, with applications to the life of the individual and to society.

261. BEHAVIOR PROBLEMS OF THE ELEMENTARY SCHOOL—Summer only (3)

Diagnosis and treatment of difficult children: typical problems in behavior, factors in maladjustment, and discipline. Opportunity for intensive study of a special behavior problem. *Prerequisite:* Psychology 115 or Education 108.

263. UNITARY PROCEDURE IN TEACHING AND LEARNING—Summer only (1 to 3)

Specific treatment of the unit organization of subject matter, materials, and activities; the unit method of teaching; various related phases of educational procedure. Students who have had Education 235 or 236 may not take this course for credit. *Prerequisite:* Education 211.

264. SCHOOL LAW—Summer only (3)

Common school laws of the United States, with particular attention to those of Illinois; an attempt to trace the historical development of important legislation to discover changes in attitude and also present trends; brief consideration of measures which have been recently proposed but not enacted into law. *Prerequisite:* Education 211.

265. OCCUPATIONAL INFORMATION AND GUIDANCE—II (2)

Techniques of gathering and evaluating occupational information. Means of using occupational information in the teaching of handicapped children to develop an interest in appropriate occupations.

293. EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

GRADUATE COURSES IN EDUCATION

305. READINGS IN EDUCATIONAL AND PSYCHOLOGICAL RESEARCH—I (1) or II (1)

Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in all phases of education and psychology from the nursery school through the junior college.

312. INDIVIDUALIZATION OF INSTRUCTION—I (3)

Methods of making practical adaptations in the school program to aid the physical, emotional, and educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. *Prerequisite:* Education 108 or Psychology 115.

327. GUIDANCE—I (2)

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

401. INTRODUCTION TO RESEARCH—I (3) or II (3)

Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

403. EDUCATIONAL STATISTICS—I (2)

Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. *Prerequisite:* Education 401 or concurrent registration.

412. SEMINAR IN CURRICULUM CONSTRUCTION—I (3) or II (3)

Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the junior college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

415. ALL-SCHOOL ACTIVITIES—II (2)

Organization of life of the elementary school in ways that give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school-council, use of radio, and recreational program. School participation in suitable community projects.

417. ORGANIZATION AND ADMINISTRATION OF EXTRACLAS ACTIVITIES—II (2)

Functions, underlying principles, and cautions to be observed in the organization and administration of extraclass activities in the secondary school.

418. EVALUATION TECHNIQUES—II (2)

Development of basic principles underlying programs of evaluation in the elementary and secondary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

420. IMPROVEMENT OF INSTRUCTION—I (2) or II (2)

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

431. SCHOOL ADMINISTRATION—I (3)

For superintendents, principals, and their administrative associates. Problems are taken from the necessary experiences of the public school administrators. Program of studies, records, pupil personnel, selection, retention and improvement of teachers, and interpreting the school to the public.

432. SCHOOL ADMINISTRATION—II (3)

A continuation of 431 stressing school finance, school law, school building problems, and school plant.

434. SCHOOL FINANCE—II (2)

Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of local school finance.

435. SCHOOL BUILDINGS—I (2)

School sites, buildings, and equipment, with emphasis on planning of building programs. Includes visitation of buildings.

441. LABORATORY-SCHOOL ADMINISTRATION—II (2)

Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination between theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. *Prerequisite:* Teaching experience.

442. LABORATORY-SCHOOL EXPERIENCE—II (2)

Experience in laboratory schools in helping to supervise student teachers, observing and participating in laboratory school activities, assisting with curriculum building, conferring with student teachers, and applying principles and theories developed in other courses. *Prerequisite:* Education 441 and 444 or concurrent registration.

444. SUPERVISION OF STUDENT TEACHERS—I (2)

For experienced teachers preparing to do critic teacher work in laboratory schools. The course will deal with the responsibilities of the supervisor of student teachers, objectives and principles of a student-teaching program, principles and methods of supervising student teachers, methods of conducting conferences with student teachers, and the evaluation of the growth and development of the student teacher and the student-teaching program. Students taking the course will work in the laboratory schools of the University.

450. ADMINISTRATION OF SPECIAL EDUCATION—I (2)

For administrators and principals. Surveys and other methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, public relations, and agencies cooperating in the education of exceptional children.

464. THE JUNIOR COLLEGE—I (3)

History, functions, curricula, methods of instruction, and organization and administration of the junior college.

499. THESIS OR RESEARCH PROJECT—II (2 or 3)

For students majoring in Education. Independent study culminating in a thesis or a carefully written report on a research project.

UNDERGRADUATE COURSES IN PSYCHOLOGY

Students electing Psychology as a second teaching field takes as a minimum the following courses: 111, 115, 212, 222, 234, and electives in Psychology. Total: 18 hours. In selecting the electives, the student should consult the Head of the Department of Education and Psychology.

Because of the relatively small number of high schools offering psychology at present in Illinois, the Department strongly recommends that students electing Psychology as a second teaching field also qualify in two additional fields. Students who have completed two teaching fields may take additional courses in Psychology even though they do not complete a second field.

111. GENERAL PSYCHOLOGY—I (3) or II (3)

Scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, personality development.

115. EDUCATIONAL PSYCHOLOGY—I (3) or II (3)

Training for prospective high-school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 108 may not take this course for credit. *Prerequisite:* Psychology 111.

211. APPLIED PSYCHOLOGY—I (2)

Application of psychology in fields other than education, such as business and industry, law and penology, and the arts. *Prerequisite:* Psychology 111.

212. SOCIAL PSYCHOLOGY—II (2)

Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods of procedure used in the organization and development of civilian and military morale. For students of all curricula and of special interest to majors in Social Science and English. *Prerequisite:* Psychology 111.

222. PSYCHOLOGY OF ADOLESCENCE—II (2)

Principles of psychology applied to understanding the characteristics and problems of adolescence. *Prerequisite:* Psychology 115 or Education 108.

225. EXPERIMENTAL PSYCHOLOGY—I (2) or II (2)

Simple experiments in the psychology laboratory to give appreciation of the problems of control in the scientific study of behavior.

227. PSYCHOLOGY OF EXCEPTIONAL CHILDREN—I (2)

Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. *Prerequisite:* Psychology 115 or Education 108.

229. MENTAL TESTING—II (2)

For students with no training in mental testing. Use of Binet and other individual and group tests will be studied and demonstrated. Emphasis on interpretation of test results. Two double periods per week. *Prerequisite:* Psychology 115 or Education 108.

234. MENTAL HYGIENE—I (3) or II (3)

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. *Prerequisite:* Psychology 115 or Education 108.

235. PRACTICUM IN BEHAVIOR PROBLEMS—I (2) or II (2)

Making case studies: interviewing, using records, and case reporting. Two double periods per week. To be taken with Student Teaching 215. *Prerequisite:* Psychology 234.

GRADUATE COURSES IN PSYCHOLOGY

301. ADVANCED EDUCATIONAL PSYCHOLOGY—I (3)

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. *Prerequisite:* Psychology 115.

311. PSYCHOLOGY OF THE MENTAL DEViate—II (3)

Mentally deficient and gifted child as to personality aspects, educational possibilities, and general behavior patterns. *Prerequisite:* Biological Science 145, and Psychology 115 or Education 108.

321. CHILD PSYCHOLOGY—I (3) or II (3)

Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

322. LEARNING—II (3)

Experimental data bearing on the problem of human learning; modern theories of learning; an attempt to integrate these theories in a consistent viewpoint of value to the teacher.

411. COUNSELING AND PSYCHOTHERAPY—I (3)

Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. *Prerequisite:* Psychology 301 or concurrent registration.

421. USE AND INTERPRETATION OF TESTS—II (3)

Statistical and psychological foundations of human behavior measurements. *Prerequisite:* Psychology 301, and Education 403 or concurrent registration.

425. INDIVIDUAL MENTAL TESTING—I (2)

Training in individual mental testing by use of the Terman-Merrill Revision of the Binet. *Prerequisite*: Psychology 234 and 301.

426. INDIVIDUAL MENTAL TESTING—II (2)

Training in individual mental testing by use of performance tests. *Prerequisite*: Psychology 301.

432 and 433. PSYCHOLOGICAL CLINIC—I (2) and II (2)

Actual clinical practice in the Psychological Counseling Center. Gives students training in individual psychological diagnosis. Two double periods per week. *Prerequisite*: Psychology 411, 421, and 425, or concurrent registration.

441 and 442. SEMINAR—I (1) and II (1)

Critical evaluation of current research in psychology relevant to teaching and learning. *Prerequisite*: Psychology 301.

499. THESIS OR RESEARCH PROJECT—II (2 or 3)

For students majoring in Psychology. Independent study culminating in a thesis or a carefully written report on a research project.

ENGLISH

Students electing English as a first teaching field take as a minimum the following courses in addition to six hours of Freshman English: 211 and 212 (or 121), 213 and 214 (or 122), 131 or 132 (preferably both), 105 or 275, 150, and electives in English. Total: 38 hours.

Students electing English as a second teaching field take as a minimum the following courses in addition to six hours of Freshman English: 121 or 122 (preferably both), 131 or 132 (preferably both), 105 or 275, and electives in English. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of English.

Two courses in Freshman English (110, 111, 112) are prerequisite to all other courses in English.

Students planning to teach English are advised to elect Social Science 242 and Speech 122.

UNDERGRADUATE COURSES

102. FOLK LITERATURE FOR CHILDREN—I (3)

Fairy and folk tales, myths, legends, and fables suitable for children.

105. FUNCTIONAL ENGLISH GRAMMAR—I (2) or II (2)

The principles of sentence structure and the nature of the parts of speech. Primarily for students who intend to teach in rural schools or in the intermediate or upper grades. Students who have had English 275 may not take this course for credit.

110. ENGLISH COMPOSITION—I (3) or II (3)

The principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior training.

111. ENGLISH COMPOSITION—I (3) or II (3)

The principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is

paralleled by readings in the modern essay. *Prerequisite*: English 110 or exemption.

112. INTRODUCTION TO LITERATURE—I (3) or II (3)

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of Freshman English of all exempt from 110. Open as an elective to others. *Prerequisite*: English 110 (or exemption) and 111.

121. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature from its beginnings through the eighteenth century. Designed primarily for minors in English but open to majors and others. Students who have had English 211 or 212 may not take this course for credit.

122. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature of the Romantic, Victorian, and later periods. Designed primarily for minors in English but open to majors and others. Students who have had English 213 or 214 may not take this course for credit.

131. AMERICAN LITERATURE—I (3) or II (3)

A survey of American literature to 1855.

132. AMERICAN LITERATURE—I (3) or II (3)

A survey of American literature from 1855 to 1914.

150. ANCIENT LITERATURE—I (3) or II (3)

A rapid survey of ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the classical and Oriental contributions to modern culture.

161. ADVANCED WRITING—I (2) or II (2)

Chiefly exposition. The principles governing connected discourse.

165. JOURNALISM—I (3) or II (3)

The principles of newspaper writing, with special attention to straight news, interviews, speech stories, features, and sports. Members of the class serve as reporters on *The Vidette*.

166. JOURNALISM—II (3)

The problems of editing, including copyreading, headline writing, proof-reading, make-up, and editorial writing, with practice on *The Vidette*. Brief study of newspapers and problems of the press. *Prerequisite*: English 165.

193. ENGLISH WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. *Prerequisite*: One course in children's literature.

203. VERSE FOR CHILDREN—I (3) or II (3)

Poetry for use in the elementary grades. *Prerequisite*: One course in children's literature.

211. ENGLISH LITERATURE TO 1600—I (3)

Anglo-Saxon poetry, stressing *Beowulf*; Middle English literature, with emphasis on the poetry of Chaucer; contributions of major writers of the Eng-

lish Renaissance, except Shakespeare, to new literary forms. Students who have had English 121 may not take this course for credit.

212. ENGLISH LITERATURE 1600-1780—II (2)

Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson. Students who have had English 121 may not take this course for credit.

213. ENGLISH LITERATURE 1780-1830—I (2)

Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period. Students who have had English 122 may not take this course for credit.

214. ENGLISH LITERATURE 1830-1900—II (3)

Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had English 122 may not take this course for credit.

215. ENGLISH LITERATURE SINCE 1900—I (3)

Major English writers of the twentieth century with attention to contemporary trends in thought and expression.

219. SHAKESPEARE—I (3) or II (3)

Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.

231. AMERICAN LITERATURE SINCE 1914—I (2) or II (2)

Contemporary trends in thought and in the expression of current problems.

233. CREATIVE WRITING—II (2)

Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by student's individual interests.

244. THE NOVEL—II (2)

An approach to the modern novel through literary history, methods of criticism, and relation of the novel to social background. Individual selection of reading from early to late novels.

251. EUROPEAN LITERATURE 1200-1850—II (3)

Selections from major European authors including Dante, Cellini, Montaigne, Cervantes, Moliere, Rousseau, Voltaire, and Goethe. A continuation of English 150.

252. RECENT WORLD LITERATURE—I (3)

Wide reading in foreign literature of the past one hundred years. Special attention is given to the Russian novel, but books from western Europe, Latin America, and the Orient are also considered.

253. LITERATURE OF THE BIBLE—II (2)

A non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Bible.

254. WORLD LITERATURE—II (3)

An introduction to great books in classical, Oriental, and modern literatures, designed to deepen the student's cultural background and to help him appreciate other civilizations. Planned chiefly for students in the Elementary Curriculum and for others not majoring in English.

268. JOURNALISM—I (2)

Methods for teachers in supervising student publications. Techniques for newspapers, handbooks, magazines, anthologies, and yearbooks. Teaching units in journalism are developed for elementary and high-school English courses.

269. JOURNALISM—THE CONTEMPORARY MAGAZINE—II (2)

Extensive readings from varied periodical literature. Specialized readings in the fields of the student's major interests. Oral and written reviews and criticisms.

270. SCHOOL AND COLLEGE ANNUAL—Throughout year (1 to 6)

The basic principles and techniques of the school annual. Students in the course comprise the staff of the *Index* for the current year. Not more than two semester hours may be earned in one semester and no credit is given for less than one year's work on staff.

275. ENGLISH GRAMMAR—I (2) or II (2)

An historical and descriptive study of the sentence and its parts. Students who have had English 105 may not take this course for credit.

293. ENGLISH WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

GRADUATE COURSES

401. DEVELOPMENT OF THE ENGLISH LANGUAGE—I (3)

Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

402. LITERARY CRITICISM—II (2)

A survey of critical and esthetic theory designed to aid the prospective teacher in evaluating ancient and modern literature, in broadening and refining literary taste, and in conveying to the students a knowledge of the purposes of literature.

411. CHAUCER—II (2)

The life of Chaucer as revealed through his active participation in the practical affairs of his time. Careful reading of *The Canterbury Tales*, with attention to the special problems involved in teaching Chaucer effectively in the high school.

416. MILTON AND HIS CONTEMPORARIES—II (3)

The chief prose and poetry of Milton. Parallel reading from contemporary writers.

418. ELIZABETHAN NON-DRAMATIC LITERATURE—II (2)

The chief prose and poetry of the period, emphasizing their influence on the forms of literature now studied in the high school.

419. SHAKESPEARE—I (3)

An approach to Shakespeare through sources, textual problems, criticism, and modern scholarship. Particular stress on the plays usually read in high school.

421. EIGHTEENTH-CENTURY ENGLISH LITERATURE—I (2)

Emphasis on the works of Dryden, Pope, Swift, Johnson, and Goldsmith. Attention to the development of present-day social and political ideas as portrayed in the writings of the eighteenth century.

425. NINETEENTH-CENTURY ENGLISH PROSE—II (2)

The chief prose writers of the century and their contribution to the thought of the present time.

426. NINETEENTH-CENTURY ENGLISH POETRY—I (3)

The major literary movements and representative poets of nineteenth-century England.

430. NINETEENTH-CENTURY AMERICAN LITERATURE—I (2)

Concentration upon the great literary figures of the middle of the century, especially those usually taught in high school—Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

431. TWENTIETH-CENTURY AMERICAN LITERATURE—II (2)

Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.

434. LITERATURE OF THE MIDWEST—II (2)

Designed to acquaint teachers with the chief writers of the midwest area.

441. WORLD LITERATURE—I (3)

Readings in foreign literature in translation, selected to meet the needs of the student.

448. PROBLEMS IN THE TEACHING OF ENGLISH—I (2)

A critical examination of current practice and research in the teaching of language, literature, and composition in the high school. Designed to aid the teacher in meeting individual problems.

450. SEMINAR—I (2)

A study of problems peculiar to literary history, English language, and the teaching of English.

451. THESIS—I (3) or II (3)

Independent study culminating in a thesis.

FRENCH

Students who have had one year of high-school French begin with French 112; those with two years begin with French 115.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 32 hours.

Students electing French as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 24 hours. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

UNDERGRADUATE COURSES

111 and 112. FIRST-YEAR FRENCH—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

113. FIRST-YEAR FRENCH—Summer only (9)

An intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

114. COMPOSITION AND CONVERSATION—Summer only (3)

Practical exercises aimed at developing the ability to speak French. *Prerequisite:* French 112 or two years of high-school French.

115 and 116. SECOND-YEAR FRENCH—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. *Prerequisite:* French 112, or 113, or two years of high-school French.

211 and 212. MODERN FRENCH NOVEL—I (2) and II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Offered 1947-48. *Prerequisite:* French 116.

213. FRENCH SHORT STORY—Summer only (3)

Representative short stories of the nineteenth and twentieth centuries. Class conducted in French. *Prerequisite:* French 116.

215 and 216. MODERN FRENCH DRAMA—I (2) and II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Offered 1947-48. *Prerequisite:* French 116.

217. CIVILISATION FRANCAISE—I (2)

A study of French people and institutions designed as background for the French teacher. Offered 1948-49. *Prerequisite:* French 116.

221. SURVEY OF FRENCH LITERATURE—I (3)

French literature from the earliest times through the seventeenth century. Class reading of seventeenth-century masterpieces. Offered 1948-49. *Prerequisite:* French 116.

222. SURVEY OF FRENCH LITERATURE—II (3)

French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading in nineteenth-century poetry. Offered 1948-49. *Prerequisite:* French 116.

GRADUATE COURSES

401. MOLIÈRE—Summer only (3)

The major comedies of Molière, together with some of the farces and *comédies-ballets*. *Prerequisite:* Twenty semester hours of college French.

403. READINGS IN CONTEMPORARY FRENCH LITERATURE—Summer only (3)

Trends in contemporary prose, with readings from the novel and the drama.

GEOGRAPHY

(Including Geology)

Students electing Geography as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, one of 217, 218, or 220, and electives in Geography. Total: 32 hours.

Students electing Geography as a second teaching field take as a minimum the following courses: 111, 113, 114, one of 217, 218, or 220, and electives in Geography. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Geography.

Students majoring in Mathematics or in Biological or Physical Science and taking Geography for a second teaching field are required to elect courses 112, 115, and 116. Students majoring in Social Science and taking Geography for a second field are required to elect two courses from 213, 216, and 219.

UNDERGRADUATE COURSES

101. ELEMENTS OF GEOGRAPHY—I (3) or II (3)

An introductory course covering the elements of the natural landscape including weather and climate, natural vegetation, landforms, soils, oceans, and ocean currents, as related to the cultural landscape. Attention is also given to the planetary relations of the earth and to maps and their use.

103. GEOGRAPHY OF THE PEOPLES OF THE WORLD—I (3) and II (3)

A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the Elementary Education Curriculum. Students who have had Geography 102 may not take this course for credit. *Prerequisite:* Geography 101 or 110, or Natural Science 109.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Given jointly by the Departments of Biological Science, Geography, and Physical Science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Students who have had Geography 101 or 110 may not take Natural Science Survey 109 or 110 for credit.

111. PHYSICAL GEOLOGY—I (4)

Processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks, minerals, and soil formation. One half-day field trip required.

112. HISTORICAL GEOLOGY—II (4)

A consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown by fossils. The study and use of topographic maps and geologic folios. A one-day field trip is required. *Prerequisite:* Physical Geology 111.

113. ECONOMIC GEOGRAPHY—I (3) or II (3)

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief com-

mercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of World War II. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

114. GEOGRAPHY OF NORTH AMERICA—II (3)

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing, and presenting geographical data. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

115. METEOROLOGY—I (3)

The atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. Construction of the daily weather map and its use as an instrument in weather forecasting. Special attention given to aviation meteorology. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

116. CLIMATOLOGY—II (2)

The chief climatic regions of the world. Emphasis upon climate as a factor in influencing man and his adjustment to his natural environment. Attention given to climate as one of the bases of production and interchange of commodities. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110. Geography 115 desirable.

118. MAP READING AND INTERPRETATION—I (3) or II (3)

Planned to aid the student in reading and interpreting correctly the common classroom maps and the United States topographic maps. Emphasis is placed upon the value of classroom maps as an aid to good teaching and upon the importance of topographic maps and aerial photographs for war and civilian defense purposes.

121. CONSERVATION CLINIC—Summer only (1)

A week of intensive work on conservation designed primarily for the teachers of McLean County. Extensive field work with assistance from experts in the various fields of conservation. Worked out in conjunction with the County Superintendent of Schools.

209. GEOGRAPHY OF THE PACIFIC ISLANDS—II (2)

Their physical patterns, their natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

210. ECONOMIC GEOLOGY—II (2)

The origin, occurrence, and nature of minerals and rocks of economic importance. Fundamental mineral and rock resources of the earth and the problems that arise from their mining, distribution, and utilization. A one-day field trip is required. *Prerequisite:* Geology 112 or concurrent registration.

211. GEOGRAPHY OF MIDDLE AMERICA—I (2)

A geographic interpretation of the cultural, commercial, and industrial problems of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

212. GEOGRAPHY OF ILLINOIS—II (2)

Regional approach to the study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

213. HISTORICAL GEOGRAPHY OF THE UNITED STATES—II (2)

The influence of geographic factors on the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

214. GEOGRAPHY OF SOVIET RUSSIA—I (2)

A regional study of the Soviet Union with its mineral resources, industrialization, agriculture, and forest industries. Emphasis on the progress and problems of the Russian people as affected by their geographic settings. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

215. GEOGRAPHY OF SOUTH AMERICA—II (3)

Emphasis upon the contemporary importance of South America. The economic and commercial importance of each country is stressed. Emphasis upon the growing importance of solidarity of nations of the Western Hemisphere. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

216. GEOGRAPHY OF WORLD PROBLEMS—II (3)

Present-day world problems as affected by their geographic settings. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of European nations in other parts of the world. Problems of the Far East and of Latin America. Geographic basis of World War II and current problems. Natural resources in relation to peoples and nations as affecting peace and the postwar world.

217. GEOGRAPHY OF EUROPE—I (3)

Europe based upon regions. Presents importance and possible future of each in the light of geographic conditions. Attention to the geographic basis of World War II. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

218. GEOGRAPHY OF AFRICA AND AUSTRALIA—II (3)

A regional study giving emphasis to those portions which are most densely populated and where civilization is most highly developed. The significance of these continents in world affairs. Approximately two-thirds of the time is devoted to Africa and one-third to Australia. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

219. CONSERVATION OF NATURAL RESOURCES—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

220. GEOGRAPHY OF ASIA—II (3)

A regional geography emphasizing China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs. Much attention is given to the geographic basis for World War II in Asia and the Pacific. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

221. FIELD GEOGRAPHY OF EASTERN UNITED STATES AND SOUTHEASTERN CANADA—(9) Given in 1947 and alternate years.

Six weeks of field study by motor bus, including southern Appalachians, Atlantic Coast, New York, New England, Nova Scotia, St. Lawrence, and Great Lakes. Runs concurrently with the summer session, and is a component part of it. The first week is spent in a study survey of the area covered by the field work, six weeks in the field, and the eighth week in study upon the campus. Credit in geography and history. *Prerequisite:* Three semester hours of geography, or teaching experience.

222. FIELD GEOGRAPHY OF WESTERN UNITED STATES AND SOUTHWESTERN CANADA—(9) Given in 1948 and alternate years.

Seven weeks of field study through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the field, and the eighth week on the campus completing the study begun in the field. Credit in geography and history. *Prerequisite:* Three semester hours of geography, or teaching experience.

223. METHODS AND MATERIALS IN THE TEACHING OF GEOGRAPHY—II (2)

The aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices for teaching geography. Field work, its purposes and values. For elementary teachers. *Prerequisite:* Five semester hours of geography, or teaching experience.

GRADUATE COURSES

301. CLIMATES OF THE CONTINENTS—II (2)

Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates.

303. TECHNIQUES OF FIELD WORK—I (3)

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of time spent in the field doing original study and mapping.

305. INDUSTRIAL GEOGRAPHY—II (3)

American industries and their distribution as related to their natural environmental settings. American industries in world patterns.

306. POLITICAL GEOGRAPHY—II (3)

Geography as a factor in the differentiation of political phenomena over the earth. The modern state in relation to the elements of the natural environment. The interrelationships of nations in their geographical setting. Europe as the developing center of political ideologies that have spread throughout the world.

307. GEOGRAPHY OF LATIN AMERICA—II (3)

Intensive study of some of the major geographic problems of Latin America. *Prerequisite:* Geography 211 or 215.

401. PRO-SEMINAR—I (3)

The philosophy of geography that distinguishes it from the other social sciences on the one hand and from the related earth sciences on the other. The study of what constitutes good geographic writing. Training in research and methods and practices in writing.

403. GEOMORPHOLOGY OF NORTH AMERICA—I (3)

Physiographic regions of North America. Emphasis placed upon the development of surface features of each area as a background for present geographic patterns of that region. One two-day field trip required.

406. URBAN GEOGRAPHY—II (3)

Importance of urban agglomerations and the problems presented by them. A field study of a typical urban center such as Bloomington-Normal, and type studies of great urban centers in the United States and the world. Attention to the cultural pattern imposed upon the natural landscape features.

409. CARTOGRAPHY AND GRAPHICS—I (3)

Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.

411. GEOGRAPHY OF ASIA AND THE PACIFIC REALM—II (3)

Intensive study of some geographic problem of Asia or the Pacific. *Prerequisite:* Geography 209 or 220.

412. PROBLEMS IN CONSERVATION—I (3) or II (3)

An investigation of one or more problems relating to conservation. *Prerequisite:* Geography 219.

424. THESIS—II (3 or 4)

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

GERMAN

Students who have had one year of high-school German begin with German 112; those with two years begin with German 115.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field takes as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 32 hours.

Students electing German as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 24 hours. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

111 and 112. FIRST-YEAR GERMAN—I (4) and II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 and 116. SECOND-YEAR GERMAN—I (4) and II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. *Prerequisite:* German 112 or two years of high-school German.

211 and 212. MODERN GERMAN NOVEL—I (2) and II (2)

A rapid-reading course in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. *Prerequisite:* German 116.

215 and 216. MODERN GERMAN DRAMA—I (2) and II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. *Prerequisite:* German 116.

221 and 222. SURVEY OF GERMAN LITERATURE—I (3) and II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. *Prerequisite:* German 116.

HEALTH AND PHYSICAL EDUCATION

Men and Women

All students, except those taking Health and Physical Education as a first or second teaching field, are required to take as a minimum four semesters of recreational activities as outlined in courses numbered 101, 102, 103, 104, 108, 113, and 114. Not more than four such courses may be counted toward graduation. Courses are arranged to acquaint the student with a wide variety of individual, dual, and team activities.

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses:

Men: 111, 112, 119, 120, 210, 211, 213 or 214, 242, 225 or 243, six hours of 219, 220, 221, and 222, and electives in Health and Physical Education. Total: 34 hours.

Women: 111, 112, 116, 119, 120, 210, 219, 220, 221, 225, 230, 231, 242, 243, and electives in Health and Physical Education. Total: 34 hours.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses:

Men: 119, 120, 210 or 211, 213 or 214, three hours of 219, 220, 221, and 222, 242, 243. Total: 22 hours.

Women: 111, 112, 116, 119, 120, 210, 219, 220, 221, 230 or 231, and electives in Health and Physical Education. Total: 22 hours.

In selecting the electives, the student should consult the Head of the Department of Health and Physical Education.

Students electing Health and Physical Education as a first or second teaching field need not take the four semester hours of Recreational Activities required of other students. For men these courses, if taken before the field is chosen, may take the place of 111 and 112 in the first teaching field. For women, they may take the place of 111 and 112 in either teaching field.

COURSES FOR MEN AND WOMEN

113. SWIMMING AND DIVING—I (1) or II (1)

Arranged primarily for beginners in swimming and diving. Special attention to individual needs.

114. SWIMMING AND DIVING—I (1) or II (1)

Arranged primarily for intermediates in swimming and diving.

115. FIRST AID—I (2) or II (2)

The standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

150. RECREATIONAL LEADERSHIP—I (2)

Recreational leadership, its significance, functions, objectives, methods of operation, and relationship in school and community recreation programs.

210. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—I (2)

Factors concerning the administration of a physical education program at the elementary and secondary level; organization, classification, and facilities.

211. GROWTH AND DEVELOPMENT—I (2)

The growth and development of the child as related to physical education.
Prerequisite: Health and Physical Education 242.

212. PRINCIPLES OF PHYSICAL EDUCATION—II (2)

The basic facts underlying physical education; its aims and objectives; the place of physical education in American life.

225. CORRECTIVE PHYSICAL EDUCATION—I (2) or II (2)

The correction through physical exercise of certain mechanical defects.
Prerequisite: Health and Physical Education 243.

227. THERAPY FOR PHYSICALLY HANDICAPPED—I (2)

Special services, equipment, and activities used in the rehabilitation of physically-handicapped children. Case studies, observation, and demonstration.

230. PHYSICAL EDUCATION FOR SECONDARY SCHOOLS—II (2)

The factors essential to program planning in physical education on the secondary level. Types and gradations of activities included.

231. PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS—I (2) or II (2)

The factors essential to program planning in physical education on the elementary level. Types and gradations of activities included.

240. HISTORY OF PHYSICAL EDUCATION—II (2)

The study of physical education in ancient and modern times. Particular attention is given to the development of modern athletic sports.

242. ANATOMY—I (3) or II (3)

The gross structure of the human body.

243. KINESIOLOGY AND PHYSIOLOGY—I (3) or II (3)

The mechanics of muscular movements and the physiology of exercise.
Prerequisite: Health and Physical Education 242.

245. PHYSICAL EDUCATION FOR HANDICAPPED CHILDREN—I (2)

Materials and methods for those planning to direct the recreational program of handicapped children and adolescents. Activities appropriate for various age levels and various types of handicap. Planned primarily for teachers of exceptional children and physical education.

COURSES FOR MEN

The following courses are arranged to meet the recreational and developmental needs of the students. They include sections stressing activities for body development, outdoor conditioning activities, tumbling and apparatus exercises, and individual and dual sports.

101 and 102. RECREATIONAL ACTIVITIES—I (1) and II (1)

Activities for the fall, winter, and spring programs.

103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Emphasis upon the activities of the group in seasonal sports and games.

Prerequisite: Health and Physical Education 101 and 102.

108. RECREATIONAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Basic seasonal developmental activities.

119 and 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Continuation of 111 and 112, extending the student's knowledge of and skill in a wider variety of activities.

132. SCOUTING—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. Offered for students who wish to combine scouting with their other teaching duties.

213 and 214. INTRAMURAL MANAGEMENT—I (2) and II (2)

A practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program. Students who have had 241 may not take this course for credit.

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The following four courses deal with the professional preparation of high-school and elementary-school coaches. The courses stress conditioning, rules, fundamentals, offensive and defensive team strategy, and team play. Students from other departments will be permitted to take the courses upon presentation of evidence of satisfactory playing experience in high school or as members of the varsity in the University.

219. FOOTBALL COACHING—I (3)

The professional preparation of coaches in football.

220. BASEBALL COACHING—II (3)

The professional preparation of coaches in baseball.

221. BASKETBALL COACHING—I (3)

The professional preparation of coaches in basketball.

222. TRACK AND FIELD—II (3)

The professional preparation of coaches in track and field.

228. DIAGNOSIS AND TREATMENT OF ATHLETIC INJURIES—II (2)

Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. *Prerequisite:* Health and Physical Education 242.

241. INTRAMURAL MANAGEMENT—Summer only (3)

The administration of the intramural program of the high school. Students who have had Health and Physical Education 213 or 214 may not take this course for credit.

UNDERGRADUATE COURSES FOR WOMEN

101 and 102. RECREATIONAL ACTIVITIES—I (1) and II (1)

Fundamental skills and knowledge of sports, rhythmic activities, and body mechanics.

103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Continuation of 101 and 102, extending the student's knowledge and skill in a wider variety of activities. *Prerequisite:* Health and Physical Education 101 and 102.

108. RECREATIONAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Development of fundamental skills in individual and team activities.

116. FUNDAMENTALS OF RHYTHM—I (2)

Development of fundamental skills in rhythmic activities, including a study of the analysis of rhythmic forms.

119 and 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Continuation of 111 and 112, extending the student's knowledge and skill in a wider variety of activities.

123. METHODS AND MATERIALS IN PHYSICAL ACTIVITIES—Summer only (3)

Theory and practice in the techniques of playing, teaching, and officiating team and individual sports. Planned primarily for the untrained teacher in physical education.

133. CAMP LEADERSHIP—I (3) or II (3)

Training for camp counselorships. Actual practice in woodcraft skills.

219 and 220. COACHING AND OFFICIATING—I (1) and II (1)

Introduction to teaching techniques through directed observation and participation. *Prerequisite:* Health and Physical Education 119 and 120, or concurrent registration.

221. DANCE TECHNIQUES—I (2)

Selection of materials for teaching various types of dance; a study of progression in teaching each type; grade placement; practice in perfecting dance techniques. *Prerequisite:* Health and Physical Education 116.

252 and 253. ADVANCED OFFICIATING—I (1) and II (1)

Instruction and practice in officiating activities offered in the intramural program. Ratings will be conducted by the local board of women officials and certification to all who qualify will be granted by the national boards, the United States Field Hockey Association Umpiring Committee and the Women's National Officials Rating Committee.

GRADUATE COURSES FOR WOMEN

301. EVALUATION TECHNIQUES IN PHYSICAL EDUCATION—I (3)

Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project.

304. SEMINAR IN SPORTS—I (2)

Teaching methods, officiating, organization, safety precautions, and selection and care of equipment for selected sports.

308. TEACHING OF RHYTHMIC ACTIVITIES—I (2)

Evaluation of dance methods; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance in actual school situations.

309. STUDIES IN DANCE—II (2)

Progressive experiences in individual and group composition; study of problems in planning and direction of dance recitals and demonstrations; organization and supervision of dance clubs and extracurricular dance activities; theory of dance; studies in design and rhythm.

320. ORGANIZATION AND ADMINISTRATION OF RECREATION—I (3)

Factors concerning the organization and administration of a recreation program; course designed to meet the needs of the administrators of town, community, or school recreational programs.

322. WORKSHOP IN RECREATION AND CAMPING—II (3)

Actual preparation of materials for use in recreation and camping situations; sources for obtaining materials and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

324. CAMPING ADMINISTRATION—I (2)

Course for training directors of organizational and private camps, spending as much time as possible in actual camp situations.

340. PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION—I (2)

Consideration of current problems in these fields as they affect the teacher of physical education; guidance in individual and group solution of selected professional problems.

400. SEMINAR IN HEALTH, PHYSICAL EDUCATION, AND RECREATION—II (2)

Reports and evaluation of selected research studies, proposed problems, and theses plans; review of recent literature; practice in professional discussions and in committee projects.

402. FOUNDATIONS IN MODERN PHYSICAL EDUCATION—I (3)

The functions of modern physical education and the underlying factors which influence it.

404. APPLIED PHYSIOLOGY—I (2)

The application of human physiology to the teaching of physical education; the effects of exercise on the heart, lungs, circulation, and respiration; discussion of current studies pertinent to tests of physical efficiency.

406. MECHANICAL ANALYSIS OF SPORTS—II (2)

Principles of physics applied to body movement; analysis of body positions and modes of locomotion; muscular and mechanical analysis of selected sports skills.

408. ADVANCED CORRECTIVE PROCEDURES—II (2)

Recognition of postural deviations and muscle weaknesses by isolating muscle action in selected testing positions; laboratory practice in postural examination and correction.

412. SUPERVISION OF PHYSICAL EDUCATION—I (2) or II (2)

Practice in the techniques of supervision of physical education in elementary and secondary schools; in-service training of the classroom and physical education teacher; relationships with teachers, administrators, and community.

499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Independent study culminating in a thesis or a carefully written report on a research project.

HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: 110, 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, and 234. Total: 33 hours.

Students who wish to qualify as teachers of vocational home economics take in addition: Home Economics 235, 236, 244, Art 111, Biological Science 111, 112, 211, and Physical Science 120, 132, 252. Introduction to Art 111 and General Biological Science 111, 112 are substituted for Natural Science Survey 109 and 110 in the core curriculum.

Students electing Home Economics as a second teaching field take as a minimum the following courses: 110, 111, 113, 122, 132, 231, 232, 233, and electives in Home Economics. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Home Economics.

106. NUTRITION—I (2) or II (2)

An elementary course which emphasizes the role of nutrition in the development of the individual. Dietary problems of different ages and their social and economic implications will be stressed. This course is planned for students in Special Education, but may be elected in the Elementary or other curricula.

110. INTRODUCTION TO HOME ECONOMICS—I (2) or II (2)

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111. MEAL PLANNING—I (3) or II (3)

Food preservation, preparation of foods for breakfast, cost and service of luncheons.

113. MEAL PLANNING—I (3) or II (3)

The marketing situation, with emphasis on the responsibility of the homemaker as a consumer. Preparation of foods suitable for dinners. *Prerequisite:* Home Economics 111.

120. INTRODUCTION TO TEXTILES—II (2)

This course emphasizes the consumer approach to the understanding of textile values—what the consumer wants and needs in regard to wearing apparel and household textiles and what the market has to offer. It includes a study of the natural and synthetic fibers and fabrics, finishes, labeling, and standardization.

122. CLOTHING SELECTION AND CONSTRUCTION—I (3) or II (3)

Wardrobe and costume planning in relation to individual needs and means. Present-day clothing and textile problems, stressing conservation and the advancement of textile products. Fundamentals of pattern interpretation, use, and designing. Recognition of standards for fitting and construction through garment making.

123. COSTUME DESIGN—I (3)

Essentials of design applied to dress. Analysis and interpretation of the individual through dress. Creative experiences encouraged. Some appreciation of costumes of former ages and of national dress. *Prerequisite:* Home Economics 122.

124. CLOTHING ECONOMICS AND CONSTRUCTION—II (3)

Planning and making a tailored suit or coat. Centered on wardrobe needs, individual design possibilities, textile values and fashion discrimination. Quality and fine finish stressed in construction. Consideration of current clothing and textile issues vital to the consumer. *Prerequisite:* Home Economics 123.

132. HOME MANAGEMENT—I (3) or II (3)

Relative values in operating a home for successful family life. Laboratory experimentation in selected phases of housekeeping.

136. HOME MANAGEMENT EXPERIENCES—II (3)

Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Open to non-home economics students and home economics students who are not preparing to teach in vocational homemaking departments. Requests to enter the course must be made to the Head of the Department of Home Economics.

211. NUTRITION AND DIETETICS—I (3)

Fundamental principles of nutrition and dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations. *Prerequisite:* Home Economics 113 and Physical Science 120.

212. FAMILY HEALTH—II (2)

Application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in treatment. Child nutrition with special emphasis on the elementary school program. Includes a unit in home nursing. Students who have had Biological Science 117 may not take this course for credit. *Prerequisite:* Home Economics 211.

216. FOOD INVESTIGATION—I (3) or II (3)

Problems in food investigation, demonstrations, including foreign cookery. Gives students an appreciation of the influence on the American menu of foods of various nationalities. *Prerequisite*: Home Economics 113.

217. QUANTITY COOKERY—I (2)

Designed to give experience in the preparation and serving of foods in large quantities, menu planning, food costs, and use of institutional equipment.

218. SCHOOL FOOD SERVICE—II (2)

Organization, administration, buying, food costs, menu planning, and equipment for special meals and school cafeteria service.

221. ADVANCED CLOTHING AND TEXTILES—I (3) or II (3)

Draping original creations with sensitiveness to texture, color, and variety of effects adapted to particular individuals. Textile problems and issues of the day. *Prerequisite*: Home Economics 124.

231. FAMILY RELATIONSHIPS—I (2)

Factors involved in home and family relationships; choosing a mate and preparation for marriage; legal aspects of marriage and divorce; common problems of family life including analysis and possible solutions.

232. CHILD DEVELOPMENT—II (2)

Physical, mental, emotional, and social development of the young child. Habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children are provided.

233. HOUSING—I (2)

Problems and progress of public housing. Recognition of issues considered in determining housing for the average American family: room relationship, financing, and modern construction. Particular family situations recognized, analyzed, and developed.

234. ART IN THE HOME—II (2)

Significance of art in the home environment and its part in developing a satisfying home. The exterior and the interior of the house are considered with reference to efficiency, beauty, comfort, and economy. *Prerequisite*: Home Economics 233.

235. ECONOMICS OF THE HOME—I (2) or II (2)

Analysis of consumer judgments and responsibilities in the evaluation of the material environment of the homemaker. *Prerequisite*: Home Economics 113 and 124.

236. HOME ADMINISTRATION—I (3) or II (3)

Practical application of knowledge acquired in previous courses in home economics. Senior students reside together for a period of nine weeks and assume all homemaking responsibilities, including managerial and social problems involved in group living. *Prerequisite*: Home Economics 132, 211, and 231.

244. VOCATIONAL HOME ECONOMICS—I (2) or II (2)

Growth and development of the home economics movement, including vocational education legislation and the administration of vocational home eco-

nomics in high schools. Development and management of home projects emphasized. Home project required preceding this course. *Prerequisite:* All vocational required courses.

INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: 111, 113 or 114, 121, 131, 132, 141, 151, 262 or 266, and electives in Industrial Arts. Total: 33 hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: 111, 113 or 114, 121, 131, 262 or 266, and electives in Industrial Arts. Total: 23 hours. In selecting the electives, the student should consult the Head of the Department of Industrial Arts.

111. ENGINEERING DRAWING—I (3) or II (3)

The study and practice of the fundamental techniques of the different types of projection and projection instruments used in drafting.

113. DESCRIPTIVE DEVELOPMENTAL DRAFTING—I (3)

A drafting course treating the fundamentals of descriptive geometry and the specialized drafting methods used in sheetmetal layout. *Prerequisite:* Industrial Arts 111.

114. MACHINE DRAWING—II (2)

Machine drafting involving the use of hand books and tabular and formular information in the development of detail and assembly drawings. *Prerequisite:* Industrial Arts 111.

121. GENERAL WOODWORK—I (3) or II (3)

Fundamental principles and practices of woodworking. Special emphasis is put on the analysis and planning of projects.

122. FURNITURE UPHOLSTERING AND FINISHING—Summer only (3)

The fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

127. CRAFT ACTIVITIES FOR ELEMENTARY TEACHERS—I (2) or II (2)

Opportunity for persons interested in crafts work to obtain experiences in the use of handcraft tools, materials, and operations. Emphasis placed on student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

131. GENERAL METALWORK—I (3) or II (3)

Basic information, processes, and safety in forging, casting, benchwork, machine practice, and heat treatment of steel. *Prerequisite:* Industrial Arts 111, or one unit of high-school mechanical drawing.

132. GENERAL METALWORK—I (2)

Basic information, processes, and safety in sheetmetal, ornamental steel, arc, and oxy-acetylene welding. *Prerequisite:* Industrial Arts 111, or one unit of high-school mechanical drawing.

141. APPLIED ELECTRICITY—II (3)

Elementary electrical theory, followed by laboratory practice. Approximately two-thirds of the time is spent with electric circuits and project construction. The remaining time covers radio theory and radio construction.

151. GRAPHIC ARTS—I (3) or II (3)

A general survey of the graphic arts industries. Designed to serve four types of students: industrial arts majors, teachers of industrial arts who wish to broaden their teaching to include graphic arts, art students and teachers who wish to gain knowledge and skill in certain graphic arts processes, and teachers of journalism and advisers of school publications who wish to improve their mechanical knowledge of publications.

152. GRAPHIC ARTS—II (3)

A continuation of 151. Advanced problems in composition and make-up, printing presses and composing machines, advertising layouts and composition, formats of publications, and printing costs are studied. Laboratory work includes make-up and printing of a high-school newspaper and year book. *Prerequisite:* Industrial Arts 151.

211. ARCHITECTURAL DRAWING—I (3)

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. *Prerequisite:* Industrial Arts 111.

212. MACHINE DESIGN—I (3)

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. *Prerequisite:* Industrial Arts 114.

221. CARPENTRY AND BUILDING CONSTRUCTION—II (3)

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

223. WOODWORKING—I (3)

Advanced woodworking and problems of case goods construction. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied. *Prerequisite:* Industrial Arts 121.

224. WOOD AND METAL FINISHING—I (2)

A study of the finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

226. CABINET AND FURNITURE CONSTRUCTION—II (3)

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. *Prerequisite:* Industrial Arts 223.

231. MACHINE SHOP PRACTICE—II (3)

Computing data for and practice in setting up and operating the machine lathe, milling machine, shaper, drill press, grinder, and other metal working equipment.

232. SHEETMETAL AND WELDING—II (2)

Advanced information and practice in sheetmetal, and the application of welding and cutting processes to machine repair, design, and construction. *Prerequisite:* Industrial Arts 132.

233. MACHINE SHOP PRACTICE—I (3) or II (3)

Machine repair, design, and construction; also includes the making and using of tools, jigs, and fixtures. *Prerequisite:* Industrial Arts 231 and 232.

234. MACHINE SHOP PRACTICE—I (3) or II (3)

A continuation of Industrial Arts 233.

241. APPLIED ELECTRICITY—I (3)

A continuation of 141. Emphasis is placed upon the production, transmission, and use of electrical power. Shop and laboratory work are divided as follows: repair and maintenance of household appliances, transformer building and testing, motor winding and repair, and radio construction and repair. *Prerequisite:* Industrial Arts 141.

251. PRINTING—I (2) or II (2)

Imposition, cylinder presswork, stock cutting and handling, and bindery work. Admission by consent of the instructor. Hours for conference to be assigned. *Prerequisite:* Industrial Arts 151 or practical experience in printing.

252. PRINTING—I (2) or II (2)

Linotype composition and maintenance. Arrangements similar to those for 251. *Prerequisite:* Practical experience in linotype operation or Industrial Arts 151.

262. PROBLEMS IN INDUSTRIAL ARTS EDUCATION—II (2)

Problems that confront the teacher of industrial arts in the organization and management of his shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Students who have had 266 may not take this course for credit. *Prerequisite:* Twelve semester hours of industrial arts.

266. INDUSTRIAL ARTS LABORATORY—Summer only (3)

History, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information concerning this type of industrial arts shop. Students who have had 261 or 262 may not take this course for credit. *Prerequisite:* Twelve semester hours of industrial arts.

267. PROBLEMS OF TRAFFIC SAFETY—Summer only (3)

A survey of instructional materials in the field of traffic safety. Attention will be given to effective methods of safety instruction and the planning of courses of study in this area.

269. PRINCIPLES OF SAFETY EDUCATION—Summer only (3)

A general safety course dealing with the hazards of modern life and the various means for promoting safety in the school and in the community.

LATIN

Students who have had less than two years of high-school Latin take Latin 109 or the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112 or 113; and four years, Latin 113.

Students electing Latin as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 32 hours.

Students electing Latin as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 24 hours. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

UNDERGRADUATE COURSES

109. INTENSIVE LATIN—Summer only (9)

An intensive course in beginning Latin, offering the equivalent of the first two years of high-school Latin in a course on the college level. Stress on the basic fundamentals of language formation and use, together with some etymological studies and civilization materials in order to enable the student to read and comprehend simple Latin. This course (without credit) could serve as a refresher course for those people who, after an interval of some years, are to teach Latin as a second or third field.

111. CICERO—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin. *Prerequisite*: Latin 109 or two years of high-school Latin.

112. VERGIL—II (4)

The *Aeneid*, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. *Prerequisite*: Latin 111 or three years of high-school Latin.

113. LATIN PROSE COMPOSITION—I (4)

A thorough and systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. *Prerequisite*: Latin 112 or three years of high-school Latin.

114. LIVY—II (4)

Selections from Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. *Prerequisite*: Latin 113.

132. SELECTIONS FROM CAESAR'S GALLIC AND CIVIL WARS—Summer only (3)

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. *Prerequisite*: Latin 112 or four years of high-school Latin.

211. CICERO'S ESSAYS—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. *Prerequisite*: Latin 113 or 114.

212. PLAUTUS AND TERENCE—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the

theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. *Prerequisite:* Latin 114.

215. HORACE, ODES AND EPODES—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. Offered 1947-48. *Prerequisite:* Latin 114.

216. HORACE, SATIRES AND EPISTLES—I (2)

A continuation of 215. Offered 1947-48. *Prerequisite:* Latin 215.

217. SENECA'S TRAGEDIES—I (2)

The *Troades* and the *Medea*; the influence of Seneca on later writers. Offered 1948-49. *Prerequisite:* Latin 114.

218. TACITUS—II (2)

Agricola and *Germania*. An introduction to the prose of the Silver period. Offered 1948-49. *Prerequisite:* Latin 114.

221. PLINY'S EPISTLES—I (2)

Prose of the Silver period. Offered 1948-49. *Prerequisite:* Latin 114.

222. MARTIAL'S EPIGRAMS—II (2)

The reading of Latin poetry and a study of social life under the emperors. Offered 1948-49. *Prerequisite:* Latin 114.

225. LATIN-ENGLISH ETYMOLOGY—II (2)

The relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who make Latin a first or second teaching field. Offered 1947-48. *Prerequisite:* Eight hours of college Latin.

226. ROMAN CIVILIZATION—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who make Latin a first or second teaching field. Offered 1947-48. *Prerequisite:* Eight hours of college Latin; history students, senior-college standing.

227. ADVANCED LATIN PROSE COMPOSITION—Summer only (3)

The application of the major principles of Latin grammar and syntax in writing paragraphs based on different Latin authors. Especially planned for students wishing to develop facility in the use of Latin forms and constructions. *Prerequisite:* Latin 113 and four hours of senior-college Latin.

231. OVID, METAMORPHOSES—Summer only (3)

The translation, scansion, and reading of the passages most helpful to the teacher of Latin. *Prerequisite:* Five years of Latin or Latin 114.

GRADUATE COURSES

301. HISTORY OF LATIN LITERATURE—Summer only (2)

The historical development of Latin literature; translation of representative selections from the writers of each period. *Prerequisite:* Twenty semester hours of college Latin.

401. SÜETONIUS' LIVES OF THE CAESARS—Summer only (3)

Translation of the biographies of some of the most important of the Caesars and a study of the place of the Caesars in history. Designed to give the teacher of Latin a good historical background.

LIBRARY

Students electing Library Science for the teacher-librarian as a second teaching field takes as a minimum the following courses: Library Science 212, 214, 252, 253, and additional electives chosen from Education 240, English 231, Social Science 261, and five semester hours of student teaching in the University High-School Library. Total: 24 hours. The completion of the second teaching field meets the requirement of the North Central Association for schools with five hundred or more pupils.

Other requirements of accrediting agencies for the secondary-school teacher-librarian are as follows:

Accrediting Agency	Enrollment	Minimum Requirement
North Central Association.....	Below 200	6 sem. hrs.
Office of the High-School Visitor.....	Below 200	4 sem. hrs.
Office of the High-School Visitor.....	200-400	8 sem. hrs.
North Central Association.....	200-499	16 sem. hrs.

To meet these requirements, Library Science 212, 214, and 262 are offered. For the requirement of sixteen semester hours, additional courses in related subjects as listed for the second teaching field may be chosen.

For the teacher-librarian in elementary schools of less than five hundred pupils, the Superintendent of Public Instruction recommends a minimum of six semester hours in Library Science. To meet this requirement, courses 212, 216, and 262 are available.

212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and books for the high school, methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material, techniques for training pupils to use library materials.

214. READING GUIDANCE FOR ADOLESCENTS—II (3)

An acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; an ability to evaluate books and to stimulate junior and senior high-school pupils to read.

216. INFORMATIONAL BOOKS—II (3)

An acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the first six grades to read them.

252. CATALOGING AND CLASSIFICATION OF BOOKS—I (3)

Instruction and practice in the classification and cataloging of library materials.

253. ADMINISTRATION OF THE SCHOOL LIBRARY—II (3)

The planning, organization, and administration of the library, and its function in the school.

262. LIBRARY SERVICE IN THE SMALL SCHOOL—I (3)

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloging, and classification of school library materials.

MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 211, 230, 232, and electives in Mathematics. Total: 32 hours.

Students electing Mathematics as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 211, 230. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Mathematics.

UNDERGRADUATE COURSES

101. ARITHMETIC IN MODERN LIFE—I (3) or II (3)

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

105. ADVANCED ALGEBRA—I (2) or II (2)

For students who have had only one year of algebra in high school.

106. SOLID GEOMETRY—I (2) or II (2)

For students who have had only one year of geometry in high school, and Advanced Algebra.

111. PLANE TRIGONOMETRY—I (2) or II (2)

The trigonometric functions and their relations, solving the right triangle and the general triangle, logarithms and their uses. *Prerequisite:* One and one-half units of high-school algebra or Mathematics 105, and one unit of high-school geometry.

112. ANALYTICAL GEOMETRY—I (3) or II (3)

The point, the line, the triangle, and the circle; polar coordinates; introduction to the properties of the parabola, ellipse, and hyperbola; curves represented by the equation of the second degree. *Prerequisite:* Mathematics 111 and 114.

113. ADVANCED TRIGONOMETRY—I (2) or II (2)

Fundamental identities, graphs of trigonometric functions, trigonometric equations, inverse functions, introduction to spherical trigonometry and its applications. *Prerequisite:* Mathematics 111.

114. COLLEGE ALGEBRA—I (3) or II (3)

Brief review of elementary algebra; theory of exponents, radical equations, graphs of quadratic functions, determinants, ratio, proportion, variation, progressions, binomial theorem, complex numbers, and certain topics in the theory of equations. *Prerequisite:* One and one-half units of high-school algebra or Mathematics 105.

115. DIFFERENTIAL CALCULUS—I (4) or II (4)

Elements of the differential calculus and applications selected from many fields of study. Graphs of functions, maximum and minimum values of functions, rates, approximating roots of equations, partial differentiation, and an introduction to the geometry of space. *Prerequisite:* Mathematics 112 and 113.

116. INTEGRAL CALCULUS—I (4) or II (4)

Elements of the integral calculus and applications selected from many fields of study. Indefinite and definite integrals, areas, lengths of curves, volumes, multiple integration, work and pressure integrals, center of gravity, and moment of inertia. *Prerequisite:* Mathematics 115.

193. MATHEMATICS WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

201. FOUNDATIONS IN ARITHMETIC—I (2) or II (2)

A background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. *Prerequisite:* Mathematics 101.

202. SELECTED TOPICS IN ARITHMETIC—I (2) or II (2)

Topics in 101 and 201 are considered from a broader point of view. A professionalized course dealing principally with the more difficult topics in the seventh and eighth grades. *Prerequisite:* Mathematics 201, or experience in teaching arithmetic.

211. COLLEGE GEOMETRY—I (2)

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. *Prerequisite:* Mathematics 115.

212. COLLEGE GEOMETRY—II (2)

A continuation of 211, with an introduction to projective geometry. Emphasis on the analytical proofs of many theorems. Drawing plates are required. *Prerequisite:* Mathematics 211.

213. NON-EUCLIDEAN GEOMETRY—I (2) or II (2)

Introduction to the geometries of Bolyai, Lobachevsky, and Riemann. An understanding of Non-Euclidean geometry gives a better appreciation of the meaning and purpose of Euclidean geometry. *Prerequisite:* Mathematics 211.

214. ADVANCED COLLEGE ALGEBRA—I (2) or II (2)

Theory of choice and chance, the cubic and biquadratic equations, differential series, and continued fractions. *Prerequisite:* Mathematics 114.

216. FIELD WORK IN SECONDARY MATHEMATICS—I (3) or II (3)

The outdoor use of instruments as a technique to enrich the teaching of secondary mathematics. These instruments include the slide-rule, angle mirror, clinometer, plane table, vernier, sextant, and transit. Acquaintance with the use of these instruments will provide confidence in their application in classroom teaching. *Prerequisite:* Mathematics 116.

220. INTRODUCTION TO THE HISTORY OF MATHEMATICS—I (2) or II (2)

A chronological survey of the growth of mathematics dealing with persons who have made outstanding contributions to elementary mathematics; a detailed study of the development of the special subjects of mathematics through the first steps of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high-school mathematics. *Prerequisite:* Mathematics 116.

230. SURVEY OF MATHEMATICS—I (2) or II (2)

A critique of high-school and college mathematics. An intensive survey of the processes, operations, and applications of mathematics. *Prerequisite:* Mathematics 116.

232. PROBLEMS IN APPLIED MATHEMATICS—II (3)

The solution of problems selected from many fields of study. Theory of envelopes and evolutes, maximum and minimum values of functions of two or more variables, series and expansion of functions, fundamental theorem of the integral calculus, Rolle's theorem, mean value theorem, indeterminate forms, curvature, hyperbolic functions, and an introduction to elliptic integrals. *Prerequisite:* Mathematics 116 and 214.

240. INTRODUCTION TO DIFFERENTIAL EQUATIONS—I (2) or II (2)

The solutions of elementary differential equations, with simple applications. *Prerequisite:* Mathematics 116.

251. INTRODUCTION TO THE THEORY OF EQUATIONS—I (2) or II (2)

General properties of equations, Sturm's theorem, upper and lower limits of roots, and transformation of equations. *Prerequisite:* Mathematics 214.

293. MATHEMATICS WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

GRADUATE COURSES

314. THEORY OF EQUATIONS—I (2)

Special methods of solving higher equations, symmetric functions, and factorization theorems. *Prerequisite:* Mathematics 116.

320. HISTORY OF MATHEMATICS—I (2)

The history of modern mathematics and recent developments. *Prerequisite:* Mathematics 116.

340. LINEAR DIFFERENTIAL EQUATIONS—I (2)

Methods of solutions of linear differential equations of first and second orders. *Prerequisite:* Mathematics 116.

401. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC—I (2)

Dealing with studies and experimentation in methodology. *Prerequisite:* Mathematics 201.

412. PROJECTIVE GEOMETRY—II (2)

The theory of descriptive geometry and elementary projective geometry. *Prerequisite:* Mathematics 211.

421. SPECIAL PROBLEMS IN THE TEACHING OF HIGH-SCHOOL ALGEBRA—I (2)

Experimentation in the teaching of high-school algebra.

422. SPECIAL PROBLEMS IN THE TEACHING OF HIGH-SCHOOL GEOMETRY—II (2)

Experimentation in the teaching of high-school geometry.

430. MATHEMATICS OF FINANCE—I (2)

Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. *Prerequisite:* Mathematics 114.

440. APPLIED DIFFERENTIAL EQUATIONS—II (2)

The application of differential equations in applied science as recommended by the American Mathematical Association. *Prerequisite:* Mathematics 116.

450. MATHEMATICS OF STATISTICS—II (2)

The development of the mathematics of statistics; introduction to the theory of probability; curve fitting; frequency curves; distributions, measures of dispersion, and the theory of correlation. *Prerequisite:* Mathematics 116.

499. THESIS OR RESEARCH PROJECT—I (2) and II (2)

A thesis or research project dealing with a specific problem in the teaching of mathematics.

MUSIC

Students electing Music as a first teaching field take as a minimum the following courses: a minimum of 10 semester hours from 101, 102, 103, 104, 201, 202, 203, 204, as determined by proficiency tests; 121; 124; 131; 151; 213; 223; 232; 235; 236; two (preferably three) of 215, 244, 245; 252; and electives in Music. Total: 50 hours.

The program for students taking Music as a first teaching field will probably require additional attendance for one or more summers. The number of hours required will depend upon their choice of a second teaching field and upon their preparation in Music upon entering the Division of Music Education. The program may also require more than a minimum of 128 semester hours for graduation.

Students electing Music as a second teaching field take as a minimum one of the following sequences:

High-School Vocal: 111 or 112, 122 or 123, 131, 132, 209, 211, 213, and any one of the following: 215, 244, 245, 252, and electives in Music. Total: 22 hours. Participation in one singing organization is required.

Elementary-School Vocal: 111, 122 or 123, 124, 131, 132, 151, 208 or 209, 213, 235, and electives in Music. Total: 24 hours. Participation in one singing organization is required.

Instrumental Music: 121; 141; one (preferably two) of 215, 244, 245; 223; 236; two of 209, 211, 217; and electives in Music. Total: 24 hours.* Participation: a minimum of four semesters in band, marching band, and orchestra.

High-School Vocal and Instrumental: 111 or 112; 121; 131 or 132; 141; one (preferably two) of 209, 211, 217; 213; one (preferably two) of 215, 244, 245; 223; 236; and electives in Music. Total: 24 hours.* Participation: a

* Students entering with a deficiency in piano, voice, strings, woodwinds, brass or percussion will be required to clear these deficiencies by taking such additional courses as shall be designated by the Director of the Division of Music Education. This may require additional attendance in summer sessions and more than the minimum of 128 semester hours for graduation.

minimum of four semesters in each of the following: band, orchestra, glee club, and choir.

In selecting the electives, the student should consult the Head of the Department of Music.

PARTICIPATION REQUIREMENTS

Students who choose Music as a first teaching field are required to participate for three years in one vocal organization, in concert band, and in orchestra. Beginning with the second year of participation, the student may earn one-half semester hour credit each semester in each organization until a cumulative maximum of six semester hours has been earned. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Those who choose Music as a second field should consult the requirement for sequence elected. Students who, upon entering the University, cannot qualify for participation in concert organizations, may substitute participation in laboratory groups until qualified for the concert organizations. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

101, 102, 103, and 104. THEORY—I (2) or II (2)

Integrated courses in theory which will develop well-rounded musicianship through coordinated experiences in the five areas—sight singing, dictation, keyboard harmony, form, and creative writing. Music 101 will place emphasis upon sight singing, 102 upon dictation, 103 upon keyboard harmony, and 104 upon form and creative writing. Assignment to these courses will be based upon previous preparation and experience and will be determined by proficiency tests.* Students who have had Music 111 or 112 may not take these courses for credit.

106. TEACHING MUSIC IN THE SMALL SCHOOL—Summer only (3)

The materials, the development of basic principles, and the current practices in teaching which are peculiar to the needs of the small school. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

107. MUSIC APPRECIATION—I (1) or II (1)

Much listening to music to enrich the student's experience and increase his enjoyment of it.

111. SIGHT SINGING AND EAR TRAINING—I (2) or II (2)

A review of rudiments of music, practice in singing by syllable, chording, ear training, and dictation. Students who have had Music 101, 102, 103, 104, 201, 202, 203, or 204 may not take this course for credit. *Prerequisite:* Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

112. SIGHT SINGING AND EAR TRAINING—I (2)

An advanced course in sight singing and ear training. Students who have had Music 101, 102, 103, 104, 201, 202, 203, or 204 may not take this course for credit.

* Proficiency tests may be taken at specified times during the summer prior to entrance or at one o'clock on Monday of Freshman Week.

114. GROUP INSTRUCTION IN VIOLIN—I (3) or II (3)

Practical instruction in playing the violin for students who have had limited or no playing experience on violin.

121. GROUP INSTRUCTION IN STRINGS—I (3) or II (3)

Practical instruction in playing viola, cello, and string bass. *Prerequisite:* Music 114.

122. GROUP INSTRUCTION IN PIANO—II (2)

Practical instruction in playing piano for students who have had limited or no playing experience on piano.

123. GROUP INSTRUCTION IN PIANO—I (2) or II (2)

Practical instruction in playing piano for students who have had playing experience on piano.

124. MUSIC EDUCATION—II (3)

A survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; planning of music suitable for the activities program.

125. GROUP INSTRUCTION IN CLARINET—I (3) or II (3)

Practical instruction in playing the clarinet for students who have limited or no playing experience on clarinet.

126 and 127. APPLIED MUSIC—I (2) and II (2)

For two semesters of work, credit to the extent of four semester hours may be earned in each of the following: piano, voice, strings, woodwinds, and brass.

131. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Practical course in singing for students who have not had previous instruction in voice. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

132. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Practical instruction in singing for students who have had some instruction in voice.

134. GROUP INSTRUCTION IN PERCUSSION—I (2)

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had 233 may not take this course for credit.

135. GROUP INSTRUCTION IN HARP—I (2) or II (2)

Practical instruction in playing the harp for students who have had limited or no playing experience on harp. *Prerequisite:* Ability to play piano from notation.

136. GROUP INSTRUCTION IN HARP—I (2) or II (2)

A continuation of 135.

141. MARCHING BAND TACTICS—I (2)

A study of the rudiments of marching band. Students taking this course are required to participate in marching band during the football season.

150. MUSIC LITERATURE FOR CHILDREN—Summer only (3)

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

151. LITERATURE OF MUSIC—I (2) or II (2)

A course to acquaint the student with an abundance of music literature from the cultural point of view. Illustrations from library of records will be used.

157. METHODS AND MATERIALS OF THE PUBLIC PERFORMANCE—Summer only (3)

A practical course concerned with the selection and staging of materials suitable for entertainments and programs of the school year. Designed especially for teachers, principals, and supervisors in need of such materials.

181-187. PARTICIPATION—Throughout the year ($\frac{1}{2}$ to 6)

Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; Women's Chorus, 183; Male Chorus, 184; Men's Glee Club, 185; Treble Choir, 186; Choir, 187.

193. MUSIC WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

201, 202, 203, and 204. THEORY—I (2) or II (2)

Comparable to Music 101, 102, 103, and 104, except that emphasis will be placed upon analysis and written harmony dealing with modulation and various embellishments. Students who have had Music 111, 112, 209, or 211 may not take these courses for credit.

208. HARMONY—Summer only (3)

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Music majors may take this course by special permission.

209. HARMONY—I (3) or II (3)

A study through ear, eye, and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Some creative work. Students who have had Music 201, 202, 203, or 204 may not take this course for credit. *Prerequisite:* Music 101, 102, 103, 104, 111, or 112.

211. HARMONY—I (3) or II (3)

A continuation of 209. A study, through the ear, eye, and keyboard of the secondary triads and seventh chords; modulation and key transitions, rearrangement of four-part music for mixed, male, and female voices. Opportunity and encouragement given for individual creative expression. Students who have had Music 201, 202, 203, or 204 may not take this course for credit. *Prerequisite:* Music 209.

213. CONDUCTING (Choral)—II (3)

The fundamental principles of baton technique, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting. It is recommended that students taking this course should also take 187. *Prerequisite:* Choral experience and a knowledge of the rudiments of music.

214. MUSIC FOR THE LAYMAN—Summer only (3)

Significant experience in music through listening, participation, examination of programs, and discussion. Intended primarily for non-music majors but open to all interested persons.

215. HISTORY OF MUSIC—I (2)

The development of music from the beginning to and including the time of Beethoven. Nationalities, schools, and composers considered, and the relation of music to the history of civilization shown.

217. ORCHESTRATION—II (3)

A practical course in scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works. *Prerequisite:* Music 211.

220. MATERIALS IN INSTRUMENTAL MUSIC—Summer only (3)

Materials for use in band, orchestra, ensemble, and other instrumental groups, with discussion of current methods in teaching instrumental music on the elementary and high-school levels.

221. INSTRUMENTAL EQUIPMENT SELECTION AND REPAIR—Summer only (3)

The selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

223. GROUP INSTRUCTION IN WOODWINDS—I (2)

Practical instruction in playing the flute, oboe, bassoon, alto and bass clarinets, and saxophone.

226 and 227. APPLIED MUSIC—I (2) and II (2)

Explanation for Music 126 and 127 applies except that these are on the senior-college level.

232. GROUP INSTRUCTION IN BRASS—II (3)

Practical instruction in playing the brass instruments of the band and orchestra. Students who have had 233 may not take this course for credit.

233. GROUP INSTRUCTION IN BRASS AND PERCUSSION—Summer only (3)

Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had 134 or 232 may not take this course for credit.

235. MUSIC EDUCATION—I (3)

A survey of music in grades four through eight; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program.

236. ADVANCED CONDUCTING (Instrumental)—I (3)

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

237. MUSIC EDUCATION—Summer only (3)

A study of modern trends in music education for the high schools. Special topics: music education in the changing curriculum; the music teacher himself;

class instruction and other courses; organization and operation of the vocal and instrumental groups; housing; equipment; materials; reports; assembly programs and public performances; and other problems pertaining to a well-balanced program of music education in the high school of today.

238. MUSIC FOR HANDICAPPED CHILDREN—I (3)

A study of trends in music education for handicapped children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the handicapped child.

244. HISTORY OF MUSIC—II (2)

This course begins with the Romanticists and includes a detailed study of twentieth century music.

245. MODERN MUSIC—I (3) or II (3)

A study of twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, and war upon music.

252. LITERATURE OF MUSIC—I (2) or II (2)

A study of the larger forms of music with special emphasis on the symphony, ballet, oratorio, and opera. Illustrations will be drawn from the University's libraries of recorded music.

256. CURRENT TRENDS IN INSTRUMENTAL MUSIC—Summer only (3)

A course concerned with the administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

258. COMMUNITY MUSIC—Summer only (3)

This course is for the layman in music who is interested in exploring the possibilities of song leading; organizing a program of community music in his locality; building community interest and morale through music; providing opportunities for social and cultural growth through group participation in music. Music majors must have special permission to take this course since most of them will have had the same content in other courses.

266. GROUP INSTRUCTION IN HARP—I (2) or II (2)

A continuation of 136.

293. MUSIC WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

PHYSICAL SCIENCE

Students electing Physical Science as a first teaching field take as a minimum the following courses: 140, 141, 150, 151, and electives in Physical Science. Total: 35 hours.

Students electing Physical Science as a second teaching field take as a minimum the following courses: 140, 141, 150, 151, and electives in Physical Science. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Physical Science.

Students electing Physical Science as a first or second teaching field take either Physical Science 140 and 141 or 150 and 151 in their Freshman year. They are not required to take Natural Science Survey 109 or 110.

UNDERGRADUATE COURSES

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Given jointly by the Departments of Biological Science, Geography, and Physical Science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Students who have had Physical Science 110 may not take Natural Science Survey 109 or 110 for credit.

120. GENERAL CHEMISTRY—I (3)

Non-metals and the fundamental principles of chemical science. For Home Economics majors only. Three class meetings per week including one double laboratory period. Students who have had 140 may not take this course for credit.

132. HOUSEHOLD CHEMISTRY—II (3)

Fuels, water, cleaners, and elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, and proteins. For Home Economics majors. Three class meetings per week including one double laboratory period. *Prerequisite:* Physical Science 120 or 140.

140. GENERAL CHEMISTRY—I (5) or II (5)

The first half of a two-semester sequence, including fundamental principles. Five class meetings per week including two double laboratory periods. Students who have had 120 may not take this course for credit.

141. GENERAL CHEMISTRY—I (5) or II (5)

A continuation of 140 including the metals. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 140.

144. ELEMENTARY QUALITATIVE ANALYSIS—II (3)

For Agriculture majors. A study of compounds of the metals and their identification. Three double laboratory periods per week. *Prerequisite:* Physical Science 140.

150. GENERAL PHYSICS—I (5) or II (5)

The first half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Five class meetings per week, including two double laboratory periods.

151. GENERAL PHYSICS—I (5) or II (5)

A continuation of 150 including elementary magnetism, electricity, electronics, optics, and radiation. Five class meetings per week including two double laboratory periods.

201. QUALITATIVE ANALYSIS—I (5) or II (5)

Lectures on chemical equilibrium as applied to the separation and identification of the anions and cations. Four class meetings per week including two triple laboratory periods. *Prerequisite:* Physical Science 141.

204. QUANTITATIVE ANALYSIS—I (5) or II (5)

Fundamental principles of the quantitative estimation of metal and non-metal components of mixtures, compounds, and alloys. Four class meetings per week including two triple laboratory periods. *Prerequisite:* Physical Science 201.

207. ELEMENTARY ORGANIC CHEMISTRY—I (5) or II (5)

The first of a series embracing the study of aliphatic compounds together with laboratory practice on preparations and reactions. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 141.

212. ORGANIC CHEMISTRY—I (5) or II (5)

A continuation of 207 embracing the carbocyclic and heterocyclic compounds together with laboratory practice on preparations and reactions. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 207.

250. FUNDAMENTALS OF RADIO—I (3) or II (3)

Electrical theory involving both D.C. and A.C. circuits. Vacuum tubes and radio circuits. *Prerequisite:* Physical Science 151.

252. HOUSEHOLD PHYSICS—II (3)

Applied physics of the home for Home Economics majors. Heat, electricity, and light receive the major emphasis in the course. Three class meetings per week including one double laboratory period.

261. ADVANCED ELECTRICITY—I (5) or II (5)

Circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power, and thermionic tubes. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 151 and Mathematics 111.

264. MODERN PHYSICS—II (3)

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. *Prerequisite:* Eight semester hours each in physics and chemistry, and Mathematics 115.

265. ADVANCED MECHANICS AND THERMODYNAMICS—II (5)

Trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 150 and Mathematics 115.

272. WAVE MOTION AND PHYSICAL OPTICS—II (5)

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 150 and Mathematics 115.

274. GENERAL SCIENCE—II (3)

For teachers of general science in the elementary, junior, and senior high schools. Objectives of general science; selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. *Prerequisite*: Physical Science 140 and 150.

276. INTRODUCTION TO AERONAUTICS—I (3) or II (3)

A general course including units on navigation, theory of flight, meteorology, and civil air regulations. Laboratory demonstrations, films, and actual flight experience are a part of the course.

279. MUNICIPAL AND INDUSTRIAL SCIENCE—Summer only (3)

Deals with scientific aspects of community and industrial problems. Municipal studies will include sanitation, water and sewage treatment, and crime detection. Industries include ceramics, sulfuric acid, zinc smelting, corn products, soy-bean milling, and dairying. Excursions are made to industries within seventy-five miles of Normal. This course will give its members a background in applied science that will enrich their classroom teaching. There is no transportation cost to the student. *Prerequisite*: Physical Science 141.

GRADUATE COURSES

312. ORGANIC ANALYSIS—I (3)

A course in the identification of organic compounds. *Prerequisite*: Physical Science 212.

321. PHYSICAL CHEMISTRY—I (5)

First of a series in theoretical chemistry dealing with the properties of gases, liquids, solids, solutions, elementary thermodynamics, and colloids. *Prerequisite*: Physical Science 151, 204, and Mathematics 116.

324. PHYSICAL CHEMISTRY—II (5)

A continuation of 321, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic equilibrium, hydrolysis, polarization, photo-chemistry, radioactivity, atomic structure, and quantum theory. *Prerequisite*: Physical Science 321.

341. ADVANCED INORGANIC CHEMISTRY—II (3)

An interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. *Prerequisite*: Physical Science 204.

401. HISTORY AND LITERATURE OF CHEMISTRY—I (2)

A course dealing with the early development of chemistry and proceeding down to the present time. The literature of chemistry through the various periods as well as the most efficient methods of using chemical literature will be discussed.

411 and 412. SEMINAR IN CHEMISTRY—I (1) and II (1)

Required of Physical Science majors. A survey of the current work in chemistry both in pure research and in the applications of the newer theories of chemistry to the teaching of chemistry on the secondary level.

499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Each student will select a problem for intensive investigation.

SOCIAL SCIENCE

Students electing Social Science as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 121, 166, and electives in Social Science. Total: 40 hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Social Science. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Social Science. The electives chosen must qualify the student to teach in at least one area of the field. If preparing to teach American history, courses 115 and 116 are required.

Note: The minimum requirement for teaching history is sixteen semester hours of history, including eight semester hours in the subject to be taught. For civics, economics, and sociology, the minimum is sixteen semester hours in the field of social science, including a minimum of eight semester hours in the subject to be taught.

UNDERGRADUATE COURSES

111. CONTEMPORARY CIVILIZATION—I (3) or II (3)

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

112. CONTEMPORARY CIVILIZATION—I (3) or II (3)

A continuation of 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

113. HISTORY OF CIVILIZATION AND CULTURE—I (3)

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

114. HISTORY OF CIVILIZATION AND CULTURE—II (3)

A continuation of 113. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.

115. HISTORY OF THE UNITED STATES—I (3)

The colonial and the national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

116. HISTORY OF THE UNITED STATES—II (3)

A continuation of 115 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

118. HISTORY OF RUSSIA—II (2)

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

119. HISTORY OF ILLINOIS—I (2) or II (2)

Planned especially for rural and elementary teachers who need to have a basis for the teaching of units in Illinois history.

121. PRINCIPLES OF ECONOMICS—I (3) or II (3)

Economic thought and current economic theory. Emphasis upon the theory of value and of distribution.

122. ECONOMIC PROBLEMS—II (2)

A continuation of 121. Includes taxation, labor, agriculture, transportation, and foreign trade. *Prerequisite*: Social Science 121.

151. POLITICAL INSTITUTIONS AND PRACTICES OF ILLINOIS—I (2) or II (2)

The growing needs of Illinois citizens considered as the determining factors in the evolution, expansion, and activity of the state's governmental institutions. Prepares teachers to interpret Illinois political institutions and practices to junior and senior high-school students.

166. INTRODUCTION TO SOCIOLOGY—I (3) or II (3)

Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.

193. SOCIAL SCIENCE WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

211. MODERN ECONOMIC SOCIETY—I (3)

The economic system of the United States with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, and international trade and finance. *Prerequisite*: Twelve semester hours in social science.

213. MONEY AND BANKING—I (3)

The development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities.

214. LABOR ECONOMICS AND LABOR PROBLEMS—II (3)

The worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. *Prerequisite*: Twelve semester hours in social science.

216. AMERICAN INDUSTRIAL HISTORY—II (3)

The industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. *Prerequisite*: Social Science 115 or 116.

217. AMERICAN LIFE AND INSTITUTIONS—I (3)

Emphasis on biographical materials and units developing concepts of life in typical periods and various environments in early America. For elementary teachers.

218. AMERICAN LIFE AND INSTITUTIONS—II (3)

A continuation of 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

220. ANCIENT HISTORY—I (3)

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion, and science presented against a political, economic, and social background. *Prerequisite*: Social Science 113.

223. MEDIEVAL HISTORY—II (3)

Chronologically, a continuation of Roman History to 1500. The Church, feudalism, the towns, and the medieval background of modern nationalities considered. *Prerequisite*: Social Science 113.

225. RENAISSANCE AND REFORMATION, EUROPE 1400-1648—I (2)

Two great movements with emphasis on their continued effects on civilization. *Prerequisite*: Social Science 114.

226. DYNASTIC RIVALRIES, EUROPE 1648-1789—II (2)

The predominance of France in the Age of Louis XIV; the rise of Russia and Prussia; the world struggles for colonial possessions. *Prerequisite*: Social Science 114.

227. REVOLUTIONARY EUROPE, 1789-1850—I (2)

The French Revolution, the Revolution of 1830, and that of 1848. Shows the rise of nationalism and democracy in Western Europe. *Prerequisite*: Social Science 114.

228. NATIONALISM AND IMPERIALISM, EUROPE 1850-1918—II (2)

Forces that led to World War I. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem, and the great international crises. *Prerequisite*: Social Science 114.

229. EUROPE SINCE WORLD WAR I—I (2)

The treaties which closed World War I as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, World War II and its aftermath. *Prerequisite*: Twelve semester hours in social science.

231. COLONIAL LIFE AND INSTITUTIONS—I (3)

The transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. *Prerequisite*: Social Science 115.

232. HISTORY OF THE AMERICAN FRONTIER—II (3)

The westward movement and the influence of the frontier on American life and institutions. *Prerequisite*: Twelve semester hours in social science.

233. EXPANSION AND UNION—I (2)

Life, leaders, and institutions in the middle period of American history. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolu-

tion, economic development, and social antagonisms which culminated in the settlements arising out of the Civil War. *Prerequisite*: Twelve semester hours in social science.

234. RECENT AMERICAN HISTORY—II (3)

The more recent period of American history with emphasis on the heritage from the nineteenth century, the progressive era, social and cultural developments of the twentieth century, World Wars I and II and the aftermath. *Prerequisite*: Social Science 116.

235. HISTORY OF THE SOUTH—II (3)

The characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. *Prerequisite*: Social Science 115.

236. BUILDING OF THE NATION—II (2)

The making of the Constitution, and the political attitudes and actions following the Constitutional Convention. Emphasis upon the economic, political, and social problems of the early administrations culminating in the achievement of national entity.

237. HISTORY OF AMERICAN DIPLOMACY—I (2)

The study of American diplomacy from the early national period to the present, with special attention to the period since World War I.

242. ENGLISH HISTORY—II (3)

The development of the British Constitution, the church, the rise of machine civilization, economic imperialism, party government, extension of the franchise, problems of Empire, remedial legislation, and problems of World Wars I and II. *Prerequisite*: Social Science 113 and 114.

243. HISTORY OF THE FAR EAST—I (3)

The peoples and problems of the Orient with reference to their internal development and the part they play in world politics. *Prerequisite*: Twelve semester hours in social science.

245. HISTORY OF LATIN AMERICA—I (3) or II (3)

For those who wish to enrich their knowledge of American history, to gain an appreciation of the cultures of Latin America, and to understand the part Latin America can play in the world situation. *Prerequisite*: Twelve semester hours in social science.

251. AMERICAN GOVERNMENT—I (3) or II (3)

The services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

252. MUNICIPAL PROBLEMS AND ADMINISTRATION—II (3)

The growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

253. POLITICAL PARTIES—I (2)

The American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

254. INTERNATIONAL RELATIONS—II (3)

The problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to the future.

261. THE COMMUNITY—I (3)

The structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

262. THE FAMILY—II (3)

The family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

263. SOCIAL PATHOLOGY—I (2)

Crime and delinquency, problems of personal maladjustment, the influences of community disorganization, and other problems arising from the impact of mechanization.

264. MINORITY PEOPLES—II (2)

Population and immigration, race relations, and the problems arising from the fusion of cultures.

265. SURVEYS AND FIELDWORK—Throughout the year (1 to 6)

For advanced students who have had one or more courses in sociology, preferably 261 or 263. Opportunities are given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

270. CURRENT ISSUES—II (2)

Present-day questions of public policy. Can be applied as credit in the field in which a project is chosen.

293. SOCIAL SCIENCE WORKSHOP—I (3 or 6) or II (3 or 6)

See page 152 for description.

GRADUATE COURSES

315. PUBLIC FINANCE—I (3)

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

320. EUROPEAN BACKGROUND OF AMERICAN HISTORY—II (3)

The European origins of American arts and institutions based on an analysis of the American scene and the tracing of the European influences to the sources.

331. LINCOLN: THE MAN AND HIS TIMES—I (2)

Emphasis on the use of biography and collections of Lincoln materials both private and public. Attention directed especially toward the work of Lincoln

in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

333. HISTORY OF THE MISSISSIPPI VALLEY—I (3)

A study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

334. FOREIGN RELATIONS SINCE 1898—II (3)

The implications of being a world power; American diplomacy in the Far East, Latin America, and Europe; conflicting ideologies and interests; alignments and objectives from the Spanish-American War to World War II.

357. COMPARATIVE GOVERNMENT—I (2)

Designed to broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

358. PUBLIC OPINION AND PROPAGANDA—II (3)

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

361. CULTURAL ANTHROPOLOGY—I (2)

An examination of the family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

363. CHILD WELFARE SERVICES—Summer only (3)

Examination of the policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements. Designed for students in Special Education and others interested in society's responsibility to children.

368. REGIONALISM IN THE UNITED STATES—II (2)

The cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama. An examination of the population, institutions, folkways, and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

410. SOCIAL CONTROL OF BUSINESS—II (3)

The development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

412. ADVANCED ECONOMIC THEORY—II (3)

An intense and critical examination of the economic theory underlying the operation of a system of free enterprise.

419. RESEARCH PROBLEMS IN LOCAL HISTORY—I (3)

For advanced students who are interested in the intensive study of historical problems which involve the political, cultural, and social development of Illinois.

436. MAKERS OF AMERICAN HISTORY—II (2)

The interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

439. CULTURAL HISTORY OF THE UNITED STATES—I (3)

American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

455. POLITICAL THOUGHT—I (3)

The classics in the development of political theory: Plato, Milton, Hobbes, Locke, Rousseau, Montesquieu, Paine, Hamilton, and Mill. Contemporary political thought, public policy and administration. Designed to give the student a solid foundation in democratic ideology.

456. CONSTITUTION OF THE UNITED STATES—II (3)

The Constitution of the United States and its amendments. Structure and fundamentals of American government, significant constitutional principles and trends. Designed to give the prospective teacher the knowledge necessary to teach and vitalize courses in civics and citizenship.

466. SOCIAL THEORY—II (2)

Social theorists and their theories—Comte, Cooley, Durkheim, Giddings, Gumprowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, Thomas, and Ward—will be related to and integrated with educational policies.

469. EDUCATIONAL SOCIOLOGY—I (2)

Examination of the social implications of the curriculum and the way in which it is derived. Consideration given to the diffusion of culture, the culture lag, social control, and social processes. Selection of curricular materials which are objective, functional, institutional, and descriptive.

491 and 492. SEMINAR AND THESIS OR RESEARCH PROJECT—I (2) and II (2)

Independent study and research culminating in a thesis or research project.

SPANISH

Students having one year of high-school Spanish begin with 112; those with two years begin with 115.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

Students electing Spanish as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 32 hours.

Students electing Spanish as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 24 hours. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

UNDERGRADUATE COURSES

111 and 112. FIRST-YEAR SPANISH—I (4) and II (4)

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material.

113. FIRST-YEAR SPANISH—Summer only (9)

An intensive course in beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

115 and 116. SECOND-YEAR SPANISH—I (4) and II (4)

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition; elements of commercial correspondence. *Prerequisite*: Spanish 112, or 113, or two years of high-school Spanish.

211 and 212. MODERN SPANISH NOVEL—I (2) and II (2)

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries. Offered 1948-49.

215 and 216. MODERN SPANISH DRAMA—I (2) and II (2)

Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries. Offered 1948-49.

217. *Civilización española*—I (1)

The life, customs, and institutions of the Spanish people as background material for the teacher of Spanish. Offered 1947-48. *Prerequisite*: Spanish 116.

218. *Civilización hispanoamericana*—II (1)

The present-day cultural background of Spanish-speaking countries in the Americas. Offered 1947-48. *Prerequisite*: Spanish 116.

221. SURVEY OF SPANISH LITERATURE—I (3)

Spanish literature from the *Poema de mio Cid* to the present with special emphasis on the *Siglo de oro*. Class and individual reading to supplement and round out previous work in Spanish literature. Offered 1947-48. *Prerequisite*: Spanish 116.

222. SURVEY OF SPANISH-AMERICAN LITERATURE—II (3)

Introduction to the works of Spanish-American authors with emphasis on the nineteenth and twentieth centuries. Offered 1947-48. *Prerequisite*: Spanish 116.

GRADUATE COURSES

301. SPANISH-AMERICAN LITERATURE—Summer only (3)

The history of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools. *Prerequisite*: Twenty semester hours in college Spanish.

401. DON QUIXOTE—Summer only (3)

Reading of the *Quixote* with special attention to problems of interpretation and literary criticism.

SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: 111, 112, 122, 123, 131, 132, 143, 212, 229, and electives in Speech. Total: 34 hours.

Students electing Speech as a second teaching field take as a minimum the following courses: 111, 112, 122, 123, 132, 143, 212, 229, and electives in Speech. Total: 24 hours. In selecting the electives, the student should consult the Head of the Department of Speech.

Students electing a first or second teaching field in Speech may qualify for certification as speech correctionists by completing the sequence of courses outlined under Special Education. Those with a first teaching field in Speech electing to qualify as speech correctionists take a second teaching field in Psychology.

110. FUNDAMENTALS OF SPEECH—I (3) or II (3)

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones.

111. VOICE AND DICTION—I (3)

Characteristics of acceptable spoken language, the contribution of voice production; nature of the English speech sounds and the phonetic characters used to represent them; knowledge about and the acquisition of effective personal habits of voice and diction.

112. PUBLIC SPEAKING—II (3)

Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. *Prerequisite:* Speech 110 or 111.

122. ORAL INTERPRETATION OF LITERATURE—II (3)

The fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. *Prerequisite:* Sophomore standing and Speech 111.

123. DISCUSSION—II (2)

The working principles and methods of discussion; projects in reflective thinking in various kinds of discussion situations.

131. DRAMATIC PRODUCTION—I (3)

Technical production in the school theatre. Theory and practice in: design, construction, and painting of scenery; stage lighting; stage costuming; makeup; organization of production crews and committees.

132. DRAMATIC PRODUCTION—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

143. ARGUMENTATION AND DEBATE—I (3)

Application of the principles of argumentation and debate.

211. PHONETICS—I (3)

The production and representation of English (American) speech sounds with emphasis toward speech re-education.

212. SPEECH RE-EDUCATION—I (3) or II (3)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. *Prerequisite:* Speech 110.

213. ADVANCED SPEECH RE-EDUCATION—II (3)

Defective speech arising from pathological conditions; stuttering; methods of re-education. *Prerequisite:* Speech 212.

214. SPEECH CLINIC—I (1 to 6) or II (1 to 6)

Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. *Prerequisite:* Speech 212.

220. SPEECH SCIENCE—II (2)

The principles of physics involved in the production and reception of spoken language.

221. ANATOMY AND PHYSIOLOGY OF HEARING AND OF SPEECH—II (2)

The anatomy and physiology of the ear and organs of speech beginning with their embryological development; dissection displays, models, slides. *Prerequisite:* Biological Science 145 and 146.

223. INTRODUCTION TO RADIO BROADCASTING—II (2)

The acquisition of skill in and knowledge of the techniques involved in the preparation and presentation of radio programs: announcing, writing continuity, writing and producing radio plays. *Prerequisite:* Speech 110.

225. ADVANCED PUBLIC SPEAKING—II (2)

Analysis of a group of contemporary speeches. Students prepare several extempore speeches of from twenty to forty minutes in length. *Prerequisite:* Speech 112.

227. SPEECH COMPOSITION—I (3)

Rhetorical and psychological principles are applied in the preparation and delivery of a few speeches. Present-day situations which require written addresses are considered.

229. PSYCHOLOGY OF SPEECH—I (2)

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, and the nature of various kinds of audiences. *Prerequisite:* Ten semester hours in speech.

231. MODERN CONTINENTAL DRAMA—I (2)

The theatre and drama of modern Europe from Ibsen to the present day in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors. Offered 1948-49.

232. CHILDREN'S DRAMA—I (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in the Children's Theatre with participation in the preparation of one play with children.

236. BRITISH AND AMERICAN DRAMA—II (2)

Brief study of the early American theatre; tracing of development in nineteenth century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America. Offered 1948-49.

237. ADVANCED ACTING AND DIRECTING—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, eighteenth century, melodrama, fantasy, and expressionism. Offered 1947-48. *Prerequisite:* Speech 131 and 132.

238. ADVANCED PROBLEMS OF INTERPRETATION—I (2)

Repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; various theories of interpretation. Offered 1948-49. *Prerequisite:* Speech 122.

240. THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL—Summer only (3)

A course to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of speech which may arise on the elementary-school level. Discussion and observation of classroom activities which may be utilized for the exercising and improvement of speech skills. *Prerequisite:* Speech 110 or concurrent registration.

250. AUDIOMETRIC TESTING—II (1)

The use of equipment for determining hearing loss; the interpretation of test results; giving hearing tests.

251. SPEECH READING—I (3)

A survey of the methods of teaching speech reading (lip reading) to hard of hearing; observation of class procedures for the hard-of-hearing child; development of student's ability in speech reading.

252. ADVANCED SPEECH READING—II (3)

The theory of speech reading as applied in classes for the hard of hearing and for the deaf; preparation of instructional materials. This course is designed to prepare students to teach speech reading. *Prerequisite:* Speech 251.

253. SPEECH FOR THE DEAF—I (3)

Methods of teaching the deaf child to use spoken language, emphasizing tactile, visual, and kinesthetic experiences to develop articulation, rhythm, and

inflection in speech. Observation and demonstration of techniques with deaf children.

254. LANGUAGE DEVELOPMENT AND READING FOR THE DEAF—II (3)

Parallels student teaching with the deaf child; provides experience in organizing an educational program for him; emphasizes the written language arts.

255. PATHOLOGY OF HEARING—I (2)

Causes of hearing loss, partial and complete; types of hearing loss and their effect on the acquisition and retention of speech. *Prerequisite:* Speech 221.

256. CONSERVATION OF HEARING—II (2)

Hygiene of hearing apparatus; methods of stimulating the use of residual hearing; the use of individual and group hearing aids.

* WORKSHOPS

193. ART, EDUCATION, ENGLISH, MATHEMATICS, MUSIC, AND SOCIAL SCIENCE WORKSHOPS—(3 or 6)

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

During the intersession, the eight-weeks session, and the regular school year, residence and extension workshop opportunities are provided by various departments of the University. The departments participating will vary from semester to semester in order to enrich opportunities. The offerings will also depend upon student needs and available staff. Participants may prepare study programs, worksheets, units, reading lists, tests, manuscripts for teacher or student use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments may be organized. Rural and town school programs in the various subject areas may receive emphasis. Participants will select their own problems for investigation. Members with similar interests probably will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and staff. The amount of credit to be earned and the department in which work is to be done must be determined at the time of registration. *Prerequisite:* Teaching experience and possible departmental requirements in terms of work to be done.

293. ART, EDUCATION, ENGLISH, MATHEMATICS, MUSIC, AND SOCIAL SCIENCE WORKSHOPS—(3 or 6)

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level. For the description of the Health Education Center see Biological Science 193 and 293.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation. For information concerning the Health Education Center see Biological Science 193 and 293.

SUMMARY OF ATTENDANCE

JUNE 1, 1946, TO JUNE 1, 1947

CLASSIFICATION OF DIFFERENT RESIDENT STUDENTS, SEPTEMBER, 1946,
TO JUNE, 1947

	MEN	WOMEN	TOTAL
Post Graduates	5	6	11
Graduates	33	31	64
Seniors	91	136	227
Juniors	88	164	252
Sophomores	114	178	292
Freshmen	448	424	872
Unclassified	0	20	20
Special	165	59	224
Total Resident Students (exclusive of duplicates) . .	1018	944	1962

CLASSIFICATION OF DIFFERENT STUDENTS, SUMMER SESSION, 1946

Post Graduates	30	86	116
Graduates	76	43	119
Seniors	93	223	316
Juniors	72	213	285
Sophomores	52	139	191
Freshmen	88	96	184
Unclassified	18	279	297
Special	84	19	103
Total	513	1098	1611

Total Resident Students for Calendar Year (exclusive of duplicates)	1249	1791	3040
Extension Enrollment	50	673	723

PUPILS IN TRAINING SCHOOLS AND AFFILIATED SCHOOLS

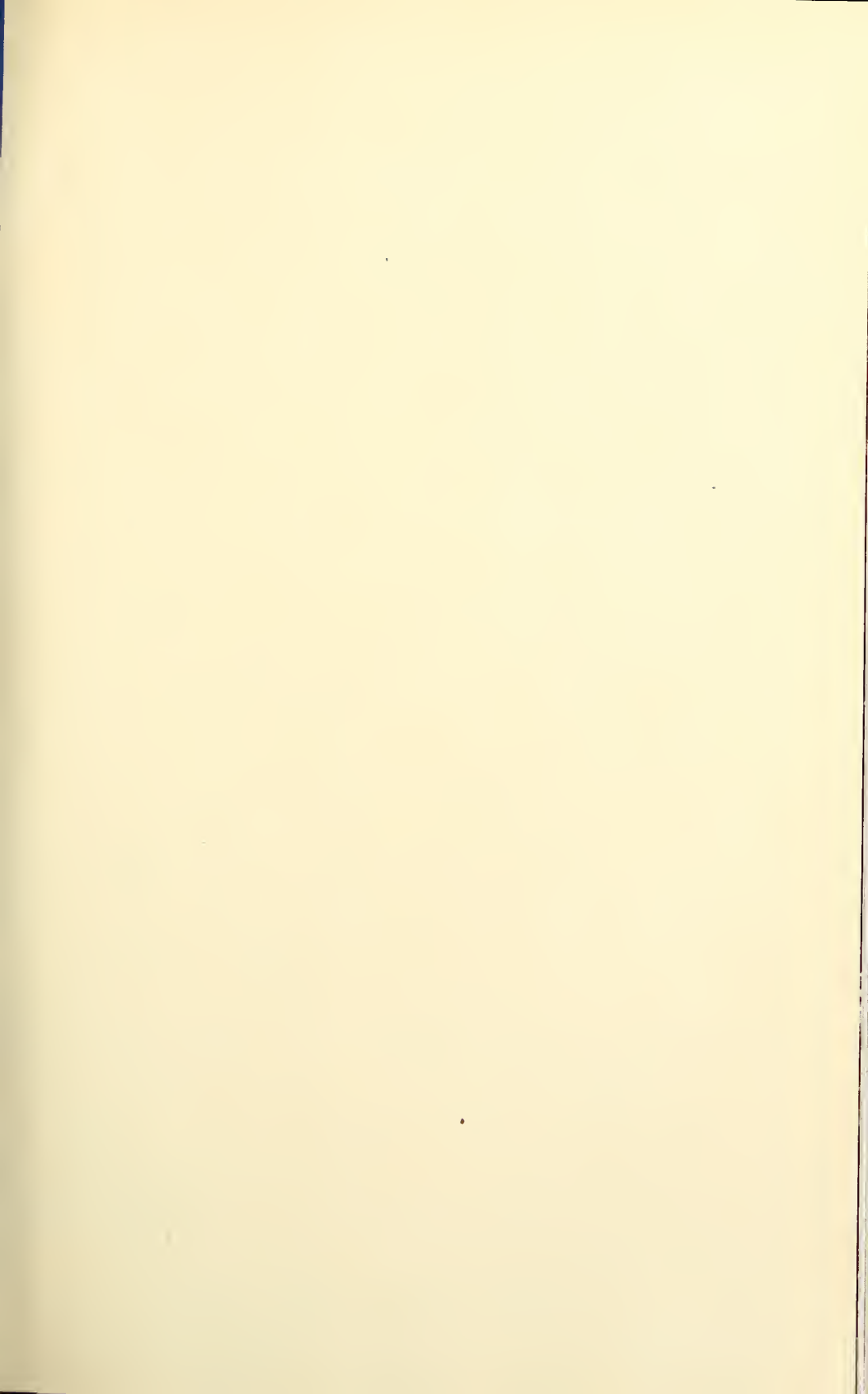
	BOYS	GIRLS	TOTAL
Campus			
Metcalf Elementary	185	165	350
University High School	257	218	475
Total in Campus Schools	442	383	825
Affiliated School			
Soldiers' and Sailors' Children's School			
Elementary	120	70	190
Junior High School	46	31	77
Total in Affiliated School	166	101	267
Total in All Training Schools	608	484	1092

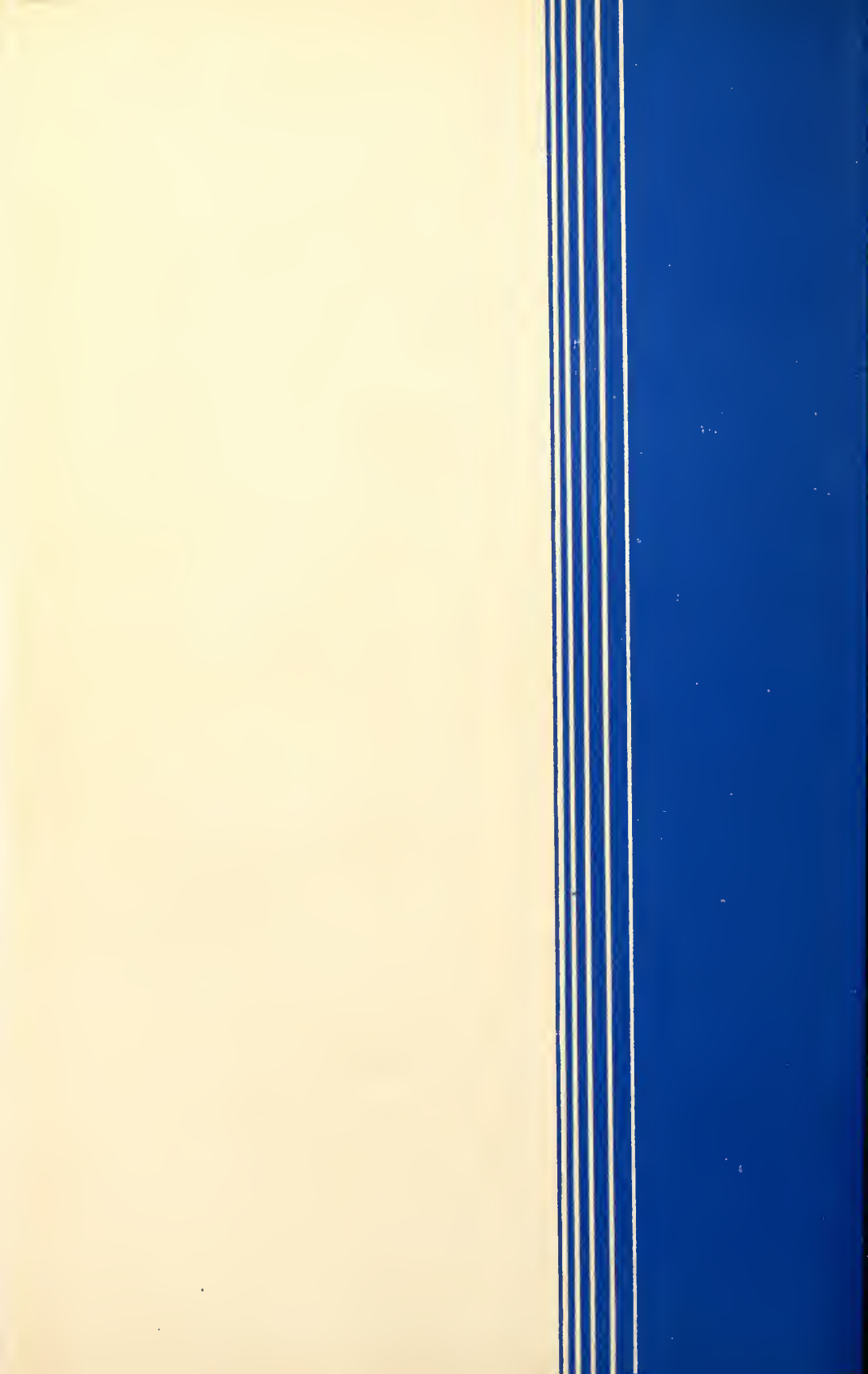
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ILLINOIS STATE NORMAL UNIVERSITY
BULLETIN
SUMMER SESSION 1948



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Forty-ninth Annual
SUMMER SESSION
1948

Intersession
June 12 - July 2

Regular Session
July 5 - August 27

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11. Heating Plant, 12. Industrial Arts Building, 13. Old Main, 14. North Hall,
15. Felmley Hall of Science, 16. Science Greenhouse, 17. Metcalf Building,
18. Milner Library, 19. Outdoor Amphitheater.

UNIVERSITY CALENDAR

1948

Interession

Three Weeks

Monday-Friday, June 7-11—Conservation Clinic—Registration, Monday, June 7—8:00-9:00 a.m.

Saturday, June 12—Registration, 8:00-12:00 a.m., 1:00-3:00 p.m.

Monday, June 14—Classwork begins.

Monday-Thursday, June 14-17—Athletic Coaching School.

Friday, July 2—Final Examinations.

Friday, July 2—Interession ends.

Regular Session

Eight Weeks

Monday, July 5—Registration for University and University High School.

Tuesday, July 6—Classwork begins in University, University High School, and Metcalf Elementary School.

Monday-Friday, July 12-16 and 19-23—Basic Reading Clinic.

Monday-Friday, July 12-16 and 19-23—Rural Education Clinic (Music).

Tuesday-Thursday, July 20-22—Educational Conference and Exhibit.

Monday-Friday, July 26-30—Conference on Special Education.

Monday-Friday, July 26-30—Advanced Reading Clinic.

Monday-Friday, August 2-6 and 9-13—Rural Education Clinic (Natural Science).

Monday-Friday, August 2-6 and 9-13—Rural Education Clinic (Social Science).

Monday-Friday, August 16-20—Parent-Teacher Association Clinic.

Thursday, August 26 and Friday a.m., August 27—Final Examinations.

Friday, August 27—Regular Session ends. Summer Commencement, 3:00 p.m.

Regular Year

Registration Week

Monday, September 13—Registration in Metcalf Elementary School, University High School, and Off-Campus Affiliated Schools. University student teachers report to Directors of Divisions at 9:00 a.m.

Monday, September 13—Faculty Meeting, 3:00 p.m.

Monday, September 13—Meeting of Faculty Counselors, 4:30 p.m.

Tuesday, September 14—Freshmen report as directed, 9:15 a.m. Every entering Freshman must be present from September 14 through 17 to complete registration and meet other requirements.

Friday, September 17—Registration for former Freshmen and Upperclassmen.

Monday, September 20—All University classwork begins. Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.

STATE OF ILLINOIS

DWIGHT H. GREEN
Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE TEACHERS COLLEGE BOARD

Ex-Officio Members

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Director of Registration and Education (Springfield)
Chairman

VERNON L. NICKELL
Superintendent of Public Instruction (Springfield)
Secretary

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1939-1945

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1941-1947

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MR. LINDELL W. STURGIS Metropolis

1943-1949

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1945-1951

MR. LEWIS M. WALKER Gilman
MR. IRA M. MEANS Macomb

MR. CHARLES G. LANPHIER, Coordinator Springfield

Under the provisions of the Civil Administrative Code, the Illinois State Normal University is governed by a board consisting of eleven members known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board, and the Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the Governor for terms of six years. This Board is the governing body for the five state teachers colleges of Illinois.

OFFICERS OF ADMINISTRATION

RAYMOND W. FAIRCHILD, Ph.D.	President of the University
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ELOISE D. MALMBERG, A.B.	Director of Housing
PRESTON M. ENSIGN, B. Ed.	Business Manager

ADMINISTRATIVE COUNCIL

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LESLIE A. HOLMES, B.S., M.S., Ph.D., (1936)	Administrative Assistant to the President Professor of Geography
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ARTHUR HOFF LARSEN, B.Ed., Ph.M., Ph.D., (1935)	Assistant Dean of the University Head of the Department of Education and Psychology Professor of Education
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FRIEDA ANNE GRIEDER, A.B., M.S., (1946)	Assistant Dean of Women Director of Fell Hall Assistant Professor of Education
RALPH HARLAN LINKINS, A.B., A.M., (1917)	Dean of Men Associate Professor of Biological Science
FRANCIS M. WADE, B.S., M.A., (1947)	Director of Student Activities Instructor in Social Science
JOHN WESLEY CARRINGTON, B.S., A.M., Ph.D., (1933)	Director of the Training Schools Director of the Bureau of Appointments Professor of Education
FLOYD TOMPKINS GOODIER, A.B., M.A., (1935)	Director of Integration Director of Veterans Services Associate Professor of Education
ELSIE BRENNEMAN, B.Ed., M.A., (1927)	Director of Admissions and Registrar Assistant Professor of Education

STAFF OF INSTRUCTION

HARRY FRANKLIN ADMIRE, B.Ed., A.M., (1923)	Assistant Professor of Business Education
ELEANORE ALDWORTH, B.S., M.A., D.P.H., (1947)	Associate Professor of Biological Science
MABEL CLARE ALLEN, A.B., M.A., (1929)	Assistant Professor of Speech
MARY SUSAN ARNOLD, A.B., B.Ed., A.M., (1939)	Assistant Professor and Supervising Teacher in the Third and Fourth Grades
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G. BRADFORD BARBER, B.Ed., M.A., (1944)	Assistant Professor of Speech
GEORGE BARFORD, B.Ed., M.A., (1947)	Instructor in Art
BYRON K. BARTON, B.Ed., M.A., (1947)	Assistant Professor of Geography
BLAINE BOICOURT, B.Mus.Ed., M.A., (1926)	Assistant Professor of Music
ROBERT I. BRIGHAM, A.B., B.S. in Ed., A.M., M.Ed., Ph.D., (1946)	Associate Professor of English
NANCY BRINGHURST, B.A., M.A., (1947)	Visiting Instructor in Education (Teacher in Upper Grade Orthopedic Room, Houston, Texas, Public Schools)
RICHARD GIBBS BROWNE, A.B., A.M., Ph.D., (1928)	Professor of Social Science Head of the Department of Social Science
DOROTHY GARRETT BRUNK, B.Ed., M.A., (1925)	Assistant Professor of Social Science
ROSE BURGESS BUEHLER, B.Ed., A.M., (1930)	Assistant Professor and Supervising Teacher in the Second Grade
MARY ELIZABETH BUELL, Ph.B., M.A., (1926)	Assistant Professor of Home Economics

*Figures in parentheses indicate year of first employment in this University.

ETHEL M. BURRIS, Ph.B., A.M., (1936) Assistant Professor of Education
 WANETA S. CATEY, B.S., A.M., (1946) Instructor in Education
 HELEN M. CAVANAGH, A.B., A.M., Ph.D., (1946) Associate Professor of Social Science
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 BERNICE COOPER, B.S., M.A., Ph.D., (1944) Associate Professor of Health and Physical Education
 MARGARET COOPER, B.A., M.A., Ed.D., (1932) Professor of Education
 Director of the Division of Elementary Education
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 CLARENCE LE ROY CROSS, B.S., M.S., (1925) Associate Professor of Physical Science
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 CLAUDE M. DILLINGER, B.S., A.M., Ph.D., (1944) Associate Professor of Psychology
 FLORENCE DONERMAYER, B.Ed., M.A. in Ed., (1947) Visiting Instructor in Education
 (Teacher in Sight-Saving Room, Oak Park, Illinois, Public Schools)
 THOMAS JAY DOUGLASS, B.S., M.S., (1928) Assistant Professor of Agriculture
 DORATHY ECKELMANN, B.S. in Ed., A.M., (1945) Assistant Professor of Speech
 ALICE M. EIKENBERRY, B.A., M.A., (1945) Assistant Professor of the Teaching of Social Science
 MARGERY ELLIS, Ph.B., A.M., (1927) Assistant Professor of Foreign Languages
 G. HARLOWE EVANS, B.S., M.S., Ph.D., (1946) Associate Professor of Physical Science
 THOMAS D. FITZGERALD, B.S., M.S.P.H., M.D., (1947) Professor of Health Education
 Director of University Health Service
 THELMA GLADYS FORCE, B.S., M.A., (1932) Assistant Professor of Education
 ANN FREEMAN, B.M.E., M.A., M.D., M.S., (1947) Associate Professor of Health Education
 Assistant Director of University Health Service
 ESTHER L. FRENCH, B.S., M.A., Ph.D., (1944) Professor of Health and Physical Education
 Head of the Department of Health and Physical Education for Women
 BERNICE GERTRUDE FREY, B.A., A.M., Ph.D., (1930) Assistant Professor of Health and Physical Education
 HAROLD EUGENE FRYE, B.Ed., M.A., (1931) Assistant Professor of Health and Physical Education
 WATSON W. GAILEY, M.D., (1948) Visiting Lecturer in Ophthalmology
 (Gailey Eye Clinic, Bloomington, Illinois)
 ARLEY FREDERICK GILLET, B.Ed., M.A., (1944) Instructor in Health and Physical Education
 P. RUSSELL GLASENER, B.A., M.A., Ph.D., (1935) Associate Professor of Social Science
 NEAL E. GLENN, Ph.B., B.M., M.S., (1945) Assistant Professor of Music
 R. U. GOODING, B.S., Ph.D., (1931) Professor of Physical Science
 Head of the Department of Physical Science
 MIRIAM GRAY, A.A., B.S. in Ed., M.A., Ed.D., (1946) Associate Professor of Health and Physical Education
 NINA E. GRAY, B.A., M.S.P.H., M.A., Ph.D., (1935) Associate Professor of Biological Science
 JOHN WILLIAM GREEN, B.S., M.S., (1939) Assistant Professor of Agriculture
 WILLIAM JAMES GRIFFIN, B.A., M.A., Ph.D., (1948) Associate Professor of English
 ESTHER M. GRIFFITH, B.S., M.S., Ph.D., (1947) Associate Professor of Physical Science
 CHESTER MALCOLM HAMMERLUND, B.S., M.S., (1929) Assistant Professor of Industrial Arts

HOWARD J. HANCOCK, B.S., M.S., (1931) Associate Professor of Health and Physical Education
Director of Athletics

DELMA E. HARDING, B.A., M.S., (1946) Assistant Professor of Biological Science

BERTHA HARPER, B.S. in Ed., M.S. in Ed., (1947) Instructor in Physical Science

CHARLES ATHIEL HARPER, B.S., M.S., (1923) Associate Professor of Social Science

STELLA VAN PETTEN HENDERSON, B.Ed., A.M., Ed.D., (1933) Associate Professor of Education

RUTH HENLINE, A.B., M.A., Ph.D., (1926) Associate Professor of English

LELAND E. HESS, A.B., A.M., (1947) Assistant Professor of Social Science

HERBERT REYNOLDS HIETT, A.B., A.M., Ph.D., (1937) Professor of English
Head of the Department of English

DOROTHY HINMAN, B.A., M.A., (1925) Assistant Professor of English

F. LINCOLN D. HOLMES, A.B., A.M., Ph.D., (1935) Professor of Speech
Director of the Division of Speech Education
Head of the Department of Speech

MAX HONN, A.B., (1932) Instructor in Printing

P. LOUIS HOOVER, B.S., M.A., Ed.D., (1944) Professor of Art
Director of the Division of Art Education
Head of the Department of Art

CLIFFORD EMORY HORTON, B.P.E., A.M., Ed.D., (1923) Professor of Health and Physical Education
Director of the Division of Health and Physical Education
Head of the Department of Health and Physical Education for Men

VICTOR M. HOUSTON, B.S., A.M., Ed.D., (1936) Professor of Education
Principal, University High School

VERNA A. HOYMAN, B.A., M.A. in Ed., (1946) Instructor in English

CLYDE WHITTAKER HUDELSON, B.S., M.S., (1920) Associate Professor of Agriculture
Director of the Division of Agriculture Education
Head of the Department of Agriculture

RUTH CHARLOTTE HUGGINS, A.B., A.M., (1937) Assistant Professor of the Teaching of English

LESLIE M. ISTED, B.M.E., A.M., (1940) Assistant Professor of Music

HOWARD J. IVENS, A.B., A.M., (1934) Assistant Professor of Physical Science

JOHN A. KINNEMAN, A.B., A.M., Ph.D., (1927) Professor of Social Science

EMMA R. KNUDSON, B.M., B.S. in Ed., M.S. in Ed., Ph.D., (1934) Professor of Music
Director of the Division of Music Education
Head of the Department of Music

HAROLD F. KOEPKE, B.Ed., M.A., Ph.D., (1934) Associate Professor of Business Education

ERNEST M. R. LAMKEY, A.B., A.M., Ph.D., (1927) Professor of Biological Science
Head of the Department of Biological Science

THOMAS JESSE LANCASTER, B.Ed., A.M., (1919) Associate Professor of Education

HARRY OWEN LATHROP, B.Ed., S.M., Ph.D., (1933) Professor of Geography
Head of the Department of Geography

ELLA C. LEPPERT, B.A., M.A., (1945) Assistant Professor of the Teaching of Social Science

ELDEN A. LICHTY, B.S. in Ed., A.M., Ed.D., (1945) Associate Professor of Education
Principal, Metcalf Elementary School

HARRY D. LOVELASS, B.S., A.M., (1946) Assistant Professor of Psychology

WILLIAM R. LUECK, B.A., M.S., Ph.D., (1936) Associate Professor of Education

BLANCHE MC AVOY, B.A., A.M., Ph.D., (1926) Associate Professor of the Teaching of Biological Science

ELIZABETH MC CAIN, B.S., M.A., (1945) Visiting Instructor in the Reading Clinics
(Supervisor, Public Schools, Memphis, Tennessee)

CLYDE T. MC CORMICK, A.B., A.M., Ph.D., (1944) Associate Professor of Mathematics

FAYE E. MANSFIELD, B.Ed., M.A., (1947) Assistant Professor and Supervising Teacher in the First Grade

HELEN E. MARSHALL, A.B., A.M., Ph.D., (1935) Associate Professor of Social Science

J. LOUIS MARTENS, A.B., A.M., Ph.D., (1947) Associate Professor of Biological Science

STANLEY S. MARZOLF, A.B., A.M., Ph.D., (1937) Professor of Psychology
 LEE WALLACE MILLER, B.A., M.S., Ph.D., (1935) Professor of Biological Science
 MARION G. MILLER, Ph.B., M.A., (1937) Assistant Professor of Art
 CLIFFORD NEWTON MILLS, B.S., A.M., Ph.D., (1925) Professor of Mathematics
 Head of the Department of Mathematics
 CLIFFORD WALTER MOORE, B.Ed., A.M., (1923) Assistant Professor of Social Science
 HAROLD A. MOORE, B.S., M.S., (1947) Instructor in Physical Science
 THELMA NELSON, B.A., M.A., (1931) Assistant Professor of English
 BURTON L. O'CONNOR, B.A., M.A., (1937) Assistant Professor of the Teaching
 of Health and Physical Education
 Director of University High School Athletics
 ALICE ROXANNE OGLE, A.B., M.A., (1932) Assistant Professor of Art
 MARCELLA OGUREK, B.S. in Ed., M.A., (1947) Visiting Instructor in Education
 (Teacher in Room for the Mentally Retarded, Cicero, Illinois, Public Schools)
 GERDA OKERLUND, A.B., A.M., Ph.D., (1931) Professor of English
 CLARENCE ORR, A.B., A.M., (1929) Associate Professor of Social Science
 Director of Extension Service
 MARY R. PARKER, B.S.A., M.A. (1942) Instructor in Art
 ROSE ETOILE PARKER, B.A., A.M., Ph.D., (1931) Professor of Education
 Director of the Division of Special Education
 HAROLD G. PAULSON, B.A., M.A., (1947) Instructor in Psychology
 HARLAN W. PEITHMAN, A.B., B.M.E., M.S. in Ed., Ed.D. (1937) Associate
 Professor in Music
 LAURA HAYES PRICER, B.S., Ph.M., (1911) Associate Professor of English
 HOWARD O. REED, B.S., M.A., Ed.M., (1944) Assistant Professor of Industrial Arts
 DONALD T. RIES, B.S., M.S., Ph.D., (1946) Assistant Professor of Biological Science
 T. E. RINE, B.Ed., M.S., (1941) Assistant Professor of the Teaching of Mathematics
 JOSEPHINE ROSS, B.S., M.A., (1926) Assistant Professor of Home Economics
 ELIZABETH RUSSELL, A.B., M.A., (1935) Assistant Professor of Education
 HERMAN HENRY SCHROEDER, Ph.B., A.M., (1913) Dean Emeritus of the University
 Professor of Education
 GRACE REBECCA SHEA, R.N., B.S., M.A., (1927) Instructor and University Nurse
 GWEN SMITH, B.S., M.A., Ph.D., (1946) Assistant Professor of Health and Physical Education
 LEON SHELTON SMITH, A.B., A.M., (1925) Assistant Professor of Physical Science
 EUNICE H. SPEER, B.S., B.S. in L.S., M.S., (1944) Assistant Professor and Assistant Librarian
 ETHEL GERTRUDE STEIN, B.Ed., M.A., (1944) Instructor and Supervising Teacher in
 the Seventh and Eighth Grades
 RUTH STROUD, B.S., M.S., (1930) Assistant Professor of the Teaching of English
 EDWIN G. STRUCK, A.B., M.S., (1935) Assistant Professor of Health and Physical Education
 LUCY LUCILE TASHER, Ph.B., J.D., A.M., Ph.D., (1935) Associate Professor
 of Social Science
 FLORENCE EVELYN TEAGER, B.A., M.A., Ph.D., (1931) Professor of English
 CHRISTINE AUGUSTA THOENE, A.B., M.A., (1918) Assistant Professor and
 Supervising Teacher in the Fifth and Sixth Grades
 HERMAN R. TIEDEMAN, B.Ed., M.A., Ph.D., (1946) Associate Professor of Psychology
 LEWIS R. TOLL, B.S., M.S., Ed.D., (1947) Professor of Business Education
 Director of the Division of Business Education
 Head of the Department of Business Education
 BJARNE R. ULLSVIK, B.S., M.S., Ph.D., (1945) Professor of Mathematics
 GRACE VAN DEN HEURK, B.S., M.A., (1947) Instructor in Speech
 DALE B. VETTER, A.B., M.A., Ph.D., (1941) Associate Professor of the Teaching of English
 NELL BLYTHE WALDRON, B.A., M.A., Ph. D., (1934) Professor of Social Science
 MAE CLARK WARREN, B.S., M.S., (1936) Assistant Professor of Home Economics
 Dean of Girls, University High School
 ARTHUR WELDON WATTERSON, B.Ed., S.M., (1946) Assistant Professor of Geography
 MARY DOROTHY WEBB, B.A., M.A., (1930) Assistant Professor of the Teaching of
 Business Education
 MARGARET MARY WESTHOFF, B.Ed., M.S., (1933) Instructor in Music
 HARRIET R. WHEELER, B.A., M.A., (1946) Instructor in Business Education
 CHARLOTTE ELIZABETH WILCOX, B.Ed., M.S. in Ed., (1947) Visiting Assistant
 (Health Educator, McLean County Health Department) in Health Education Center
 LELA WINEGARNER, B.Ed., A.M., (1933) Assistant Professor of the Teaching of English
 JESSE EMMERT YOUNG, A.B., M.S., Ph.D., (1939) Associate Professor of Biological Science
 ORVILLE L. YOUNG, B.S., M.S., (1939) Assistant Professor of Agriculture

LIBRARY STAFF

ELEANOR WEIR WELCH, A.B., M.S., (1929)	Associate Professor and Head Librarian
LUCILE ZEDA CROSBY, A.B., B.L.S., M.S. in L.S., (1940)	Assistant Librarian
HELEN A. DOOLEY, A.B., B.S. in L.S., M.A., (1947)	Assistant Librarian
CLARA LOUISE GUTHRIE, A.B., B.S., M.S., (1932)	Assistant Professor and Assistant Librarian
EDNA IRENE KELLEY, B.Ed., (1913)	Assistant Librarian
MARGARET LAWRENCE, B.A., B.S. in L.S., M.A., (1939)	Assistant Librarian
GERTRUDE ANDREWS PLOTNICKY, (1913)	Assistant Librarian
GENEVIEVE ANNA POHLE, A.B., M.A., (1923)	Assistant Librarian
WINIFRED SCHLOSSER, B.S. in L.S., (1947)	Assistant Librarian
RUTH ZIMMERMAN, B.S., M.A., (1935)	Assistant Professor and Assistant Librarian

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

JOHN L. REUSSER, B.A., M.A. in Ed., Ph.D., (1944)	Associate Professor of Education Principal of Illinois Soldiers' and Sailors' Children's School
GRACE FULLER ANDERSON, B.Ed., (1920)	Instructor and Supervising Teacher in the Second Grade
VEDA BOLT BAUER, B.Ed., A.M., (1923)	Instructor and Supervising Teacher in the Junior High School
JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937)	Instructor and Supervising Teacher in Health and Physical Education
AUGUSTA GIENAPP, B.S., B.S. in L.S., (1947)	Librarian
ROLAND A. GLEISNER, A.B., M.A., (1942)	Instructor and Supervising Teacher in the Junior High School
ROLLAND OTIS GRAY, B.Ed., M.S., (1942)	Instructor and Supervisor in Industrial Arts
DORIS HARDINE, B.M., M.M., (1947)	Instructor in Instrumental Music
JOHN EDGAR HOUGHTON, B.S., A.M., (1936)	Instructor and Supervisor in Industrial Arts
CLARA KEPNER, B.Ed., A.M., (1930)	Instructor and Supervising Teacher in the Fourth Grade
FRED JOHN KNUPPEL, B.Ed., A.M., (1925)	Instructor and Supervisor in Industrial Arts
MARY Z. LUTHER, B.M., B.S. in Mus. Ed., M.A., (1947)	Instructor in Vocal Music
ORRIN J. MIZER, B.S. in Ed., M.S., (1947)	Instructor and Supervising Teacher in the Junior High School
ANN MARIE OBRSAJKO, B.S., M.A., (1946)	Instructor and Supervising Teacher in the Junior High School
MARGARET PARRET, B.Ed., M.A., (1946)	Instructor and Supervising Teacher in Speech
HENRI REUBELT PEARCY, A.B., Th.D., B.D., M.A., Ph.D., (1940)	Director of Religious Education
MABLE ANN PUMPHREY, B.S., M.S., (1920)	Instructor and Supervising Teacher in the Fifth Grade
JOSEPHINE SHEA, B.Ed., M.A., (1929)	Instructor and Supervising Teacher in the Sixth Grade
THALIA JANE TARRANT, B.S., A.M., (1935)	Instructor and Supervising Teacher in the Fifth Grade
ELVIRA M. VIDANO, B.Ed., M.A., (1946)	Instructor and Supervising Teacher in Health and Physical Education

GENERAL INFORMATION

Since attractive offerings are now available in the summer sessions of many colleges and universities, persons selecting a school in which to further their education are confronted with the task of evaluating available programs and facilities in terms of their particular needs. Probably never before in the history of the teaching profession in Illinois has as much consideration been given to professional advancement as at the present time. Desire for advancement, competition in securing desirable teaching positions, increasingly higher standards established by many local school systems and by the State Department of Public Instruction, and the desirability of renewing certificates have all combined to cause in-service and former teachers to improve their educational qualifications.

Illinois State Normal University invites careful consideration of the complete, attractive, and flexible program offered in the 1948 summer session. The summer session includes many features that will be of interest to those looking for practical assistance on all levels of education. The range of course offerings is such that those interested in elementary education will find as much consideration given to their needs as to those of persons interested in secondary fields.

Location

Illinois State Normal University is located at Normal, which adjoins Bloomington. The two cities, with a combined population of over 40,000 are in reality one community, the north side of Division Street being Normal, and the south side of the same street, Bloomington. Excellent bus service at frequent and regular intervals connects the two cities, the business districts of which are two miles apart.

Numerous main highways that pass through Bloomington-Normal make bus service available and give the community the distinction of being the "hard roads hub of Illinois." The Gulf Mobile and Ohio, Illinois Central, New York Central, Nickel Plate, and Illinois Terminal Railroad Company (electric) all serve to make the cities easily accessible by rail.

Purpose of the Summer Session

The summer session program is adapted to various needs of students. The courses are especially designed for:

1. Graduates of high schools who desire to begin work in a teachers college and who may wish to complete their undergraduate work in three years including summer sessions.
2. Present students who desire to adjust any irregularities in their program of work or who wish to shorten their period of training.
3. Present or former students who desire to add or strengthen teaching fields in order to qualify for a greater variety of positions.
4. Former students including ex-service men and women who now find it possible to continue their education toward Bachelor's or Master's degrees and who realize the importance of accelerating their program as much as possible.

5. Graduate students beginning their work for a Master of Science in Education degree.
6. Former teachers and teachers in service who desire to earn any required number of hours of credit to renew teachers certificates.
7. Graduates of liberal arts colleges who are seeking credits in the field of education in order to obtain a certificate to teach.
8. Teachers in service who wish an opportunity to add to their educational equipment in meeting expectations of their school systems.
9. Any who desire special courses without regard to credit.

Plan of Organization

Attention is invited to the following type of organization, which it is believed will appeal to summer-session students:

1. Both undergraduate and graduate work will be offered in the 1948 summer session. Graduate work, inaugurated in 1944, offers a program leading to the granting of the degree of Master of Science in Education. The departments approved for a complete program of graduate work to be offered during the regular school year are listed on page 19. Some graduate courses in Foreign Languages have also been approved and are being offered in summer sessions as well as in late afternoon, evening, and Saturday classes in the regular school year.
2. There will be a session of eight weeks, which is an integral part of the work of the entire year, during which time the work of one-half of one semester may be completed. The possibility of completing eight or nine semester hours of credit in eight weeks appeals to many students.
3. *An intersession of three weeks is scheduled preceding the regular session of eight weeks. The courses of this session will be intensive and will permit a student to carry one course of three semester hours. This plan will make it possible for undergraduate students to earn twelve and graduate students eleven semester hours during the two sessions of the summer.
4. The University reserves the right to cancel any course in which there is insufficient enrollment to warrant the offering.
5. Certain courses will be available for units of time less than eight weeks and for amounts of credit comparable to the number of weeks during the regular summer session. (See pages 20, 21, 30, 45, 46, 47, 63 describing these clinics.)
6. Classes carrying three semester hours of credit in the regular summer session meet once each day and five days each week. Recreational activities classes carrying one semester hour of credit meet four days a week.
7. The regular student undergraduate load is three courses of three semester hours each. Since this intensive program makes it possible for the stu-

*Beginning with the summer of 1949, Illinois State Normal University will resume the pre-war calendar of an eight-weeks summer session. The intersession was an emergency measure.

dent to do nine weeks of work in eight because of more class meetings each week, permission will not be granted to anyone to carry more than nine semester hours of undergraduate work during the eight weeks except when an eight-week course of one semester hour is added, or when four semester hours of student teaching are included in the program. In such cases the maximum is ten semester hours.

8. Late registration is discouraged and is permissible only by special arrangement with the Dean and by payment of an additional fee.

Faculty

The chief factor in satisfactory work available in any college or university is the competence of the faculty in presenting offerings that meet the needs of the students. Such competence is based upon extensive training, successful experience, and evidence of personal growth.

The summer session staff at Illinois State Normal University is selected from the faculty of the regular school year. Ability to present a faculty of recognized professional standing makes possible assurance of a high caliber of course offerings presented by those genuinely interested in teacher education. Of special interest is the fact that each faculty member who teaches graduate courses is required to have a Doctor's degree or the equivalent.

Illinois State Normal University ranks with the best colleges and universities in the country in the extensive and varied educational background of its faculty. All regular staff members exceed in educational attainment the minimum requirement of a Master's degree and more than forty per cent of them possess the Doctor's degree. Their background of education has come from a widespread number of the best colleges and universities in the country. Successful teaching experience in public schools is a requirement met by the large number of staff members employed in the past several years. Alertness to new ideas in education is evidenced through attendance at and participation in local, state, and national conferences and associations. Membership in general and special professional organizations, the contribution of articles for various journals, and authorship of professional books and text materials have combined to give the faculty of the University an unusually high rating.

Added to the desirable qualifications previously indicated are to be found a genuine interest in students and their problems and a desire and willingness to give generously of time in the effective adaptations of course offerings to individual needs and to the requirements to be met by teachers in their particular areas of education.

Physical Plant

Illinois State Normal University is very fortunate in the number, nature, location, and adaptability of the buildings available for excellent work in teacher education. Twenty-two buildings are to be found upon a beautiful campus of seventy-one acres located very close to Highways 51 and 66. Across these highways may be found the University Farm of 192 acres. Just across the street from the south campus is Smith Hall, a residence for men.

The permanent structures located upon the main campus are Old Main,

North Hall, Cook Hall, Industrial Arts Building, Metcalf Building, Mechanic Arts Building, McCormick Gymnasium, Felmley Hall of Science, Milner Library, Rambo Home Management Houses, University Greenhouse, Fell Hall, and Smith Hall. Detailed descriptions of the nature and use of these buildings may be found in the general Catalog of the University.

In addition to the previously mentioned thirteen buildings, there are located upon the campus nine temporary classroom structures provided by the federal government, thirteen excellent tennis courts, an outdoor stage and amphitheater, and athletic fields for men and women. On the University Farm there are twelve buildings used in all phases of a complete agricultural program.

Admission

High-school graduates expecting to teach are eligible to apply for admission. Likewise, all former students or those transferring from other colleges and universities may be admitted under certain qualifications.

Students who are entering for the first time and who have not matriculated in any college will need a transcript of high-school credits as a part of the regular application form.

Those entering for the first time by transfer from some other college or university in which they have matriculated will need to present a complete application as well as an official transcript including a statement of good standing from the college last attended if they plan to work toward graduation from Illinois State Normal University. If not, a statement of classification and good standing from the college or university last attended will be sufficient.

To avoid delay and confusion, students should file all such credentials in advance of registration day. Persons failing to clear completely and satisfactorily their relationships with other institutions will not be permitted to continue in residence after July 23.

Only those intending to prepare for the teaching profession should apply for admission to the University. Application forms for admission and detailed information may be obtained by writing to the Registrar.

Registration

Registration for the eight weeks will be confined to one day, Monday, July 5, with all classwork beginning on Tuesday, July 6, and continuing through Friday, August 27. Registration for the intersession will be held on Saturday, June 12, with all classwork beginning on Monday, June 14, and continuing through Friday, July 2.

It is highly essential that all students should register on the assigned registration days. On these days class enrollments are completed and registration in certain courses may be closed because of the size of the class. Lesson assignments will be found posted in classrooms, textbooks may be obtained, and all other matters may be cared for preliminary to the opening of actual classwork. All students should report to Capen Auditorium in the Industrial Arts Building on Saturday, June 12, for the intersession, and on Monday, July 5, for the regular session, to obtain directions for registration. The hours of registration are 8:00 a.m. to 3:00 p.m. on June 12 and 8:00 a.m. to 4:30 p.m. on July 5.

Expenses

The cost of attending the summer session at Illinois State Normal University is very moderate compared with that at many colleges. School fees and living expenses will be found exceedingly reasonable.

FEES

*Registration and incidental fee:

For the eight-weeks session

Five or more semester hours \$20.00

Four or less semester hours, per hour 4.00

For the one-week clinics, per clinic (unless full fee already paid) 4.00

For the three-weeks session 9.00

Matriculation fee, graduate students only (payable at time of

admission to Graduate School) 5.00

Holders of scholarships provided by law may use them according to statute.

A charge of \$2.50 will be made for registration after the announced registration days.

The registration fees for undergraduate students cover all textbooks loaned to students. They also include an activity fee of \$3.75 which covers the health service, the school paper, and entertainment and recreational items mentioned later under "Recreation, Entertainments, and Lectures." All fees such as library, typewriting, laboratory, and special courses at one time listed as separate charges are now included in one fee. For graduate students, fees cover the same items with the exception of textbooks.

IMPORTANT. Fees are due and payable on each registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

No refunds of fees for the intersession will be made later than 4:00 p.m. on Friday, June 16, or for the regular session later than 4:00 p.m. on Monday, July 12.

ROOM AND BOARD

Fell Hall, the women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately one hundred women students attending the University.

Women desiring to live in Fell Hall should address inquiries to Miss Frieda A. Grieder, Director of Fell Hall. Boarding and rooming accommodations cost each student \$14.00 a week.

Smith Hall, the men's dormitory, located at 501 South University Street across from McCormick Athletic Field, offers rooming accommodations for fifty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to R. H. Linkins, Dean of Men. Boarding and rooming accommodations cost each student \$14.00 a week.

*The few students who were admitted prior to November, 1946, on the special tuition basis and who wish to continue will pay a fee of \$18 for the intersession and \$32.50 for the regular summer session.

On Sudduth Road, west of Main Street, is located Cardinal Court, which provides dormitories for ninety-six single veterans and apartments to house eighty-five families of veterans. Information concerning these accommodations may be secured from R. H. Linkins.

Modern rooms in homes in Normal are available at weekly rates generally varying from \$2.75 to \$5.00 a person. The price of board ranges from \$9.00 to \$12.00 a week. Assistance in locating desirable rooming and boarding facilities in such homes may be had for men and women students by writing to Mrs. Eloise Malmberg, Director of Housing.

Employment

Limited opportunities for student employment are available in the summer. Persons interested in possibilities for work should write to the Dean of Women or the Dean of Men.

Palmer Foundation Stipends

The Palmer Foundation, a non-profit corporation, is offering twenty stipends of \$20 each to intercession students enrolled in Education Workshop 193 or 293, which is devoted to character education. The Palmer Foundation has for its main purpose "to foster and promote, through the public schools and otherwise, those basic principles of morality which are common to all civilized races and religions, best exemplified in the Golden Rule, and to promote American patriotism." Applicants for these stipends and those wishing further information concerning the Workshop should write to Floyd T. Goodier, Director of Integration, who is in charge of this Workshop.

Student Health

Increased attention is being given by Illinois State Normal University to the health of its students. The registration fee provides hospitalization during the summer session under the following regulations:

1. Service is available only to students who have met all financial obligations in connection with the University fees.
2. All hospitalization must be approved by the Director of the Health Service and is for a total of not more than four days (not cumulative) during the regular summer session and two days during the intercession at \$2.75 per day.
3. Care at a local hospital and physical diagnosis by a local physician to be selected by the student are included in these provisions.
4. No chronic cases or ailments developed prior to the patient's connection with Illinois State Normal University will be approved for hospitalization.

Free consultation is available to all students at the University Health Service. Detailed regulations are printed in the general Catalog. The University Health Service is located in Cook Hall.

Services for War Veterans

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Members of the faculty are prepared to help veterans secure scholarships and rehabilitation aid from the state, as well as the benefits which the federal

government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G. I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

The University restricts its program to teacher education and offers returning veterans the courses necessary to prepare for teaching in the elementary grades as well as the regular and special subjects in the secondary field. This preparation includes training for the teaching of exceptional children.

The student deans assist in finding desirable living quarters and in securing part-time employment. The loan funds of the University are available for returning veterans.

Before registration, veterans should correspond with or see Floyd T. Goodier, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments.

Some Attractive Features of the Summer School

The offerings of seventeen departments include numerous courses that are certain to attract the attention of prospective summer session students. Even a sampling of these offerings would represent such a large list of courses that it seems advisable to mention only certain areas of interest covered by the 323 undergraduate and graduate courses.

In addition to courses which are prerequisite to more advanced courses and those required for graduation, there are many that will appeal to the experienced teacher who needs help in specific areas for immediate use. Other courses will attract attention as valuable in enlarging teaching qualifications, some of which as electives will be of informational interest.

Education and psychology courses that provide new methods, modern insights into child growth and development, relational considerations for school and community, guidance and special education for exceptional children as well as mental hygiene and testing will appeal to many persons. Numerous teachers will be pleased to see the varied offerings in different phases of children's literature, and others will be attracted to courses designed to strengthen their general background in English. The possibility of completing the Freshman year of work in French will prove attractive to some students.

New interest in geography and the social studies and demands for more information in these fields are met by applicable courses concerned with areas as close as Illinois and as far distant as the remote parts of the world. The Geography Field Course will again be offered in 1948. Work in sociology, economics, and political science finds expression in interesting and attractive course presentations. Science, so much in the forefront of thought today, finds outlets in various health education offerings, safety education, and physical as well as biological science courses of a fundamental nature. In mathematics, more in demand than ever, are found several valuable courses.

Increased need for teachers to become acquainted with work in speech re-education is met by desirable courses in this type of work.

Prospective teacher-librarians will be pleased to find valuable offerings for that relatively new kind of training in a field where there is an increasing demand for qualified persons.

The special fields of home economics, art, industrial arts, health and physical education, business education, and agriculture have not been neglected in offerings for either the experienced or prospective teacher.

Opportunities for participation in summer-session band, orchestra, and chorus are provided. All students interested in membership should see the Head of the Department of Music.

Whatever the need in any or all fields of teaching, Illinois State Normal University believes the answer is to be found in the 1948 summer session offerings. Attention is invited to the specific course descriptions to be found in the latter part of the Bulletin.

GEOGRAPHY FIELD COURSE

The Nineteenth Annual Geography Field Course is offered to students interested in a summer of study and travel. The 1948 course will be through western North America, and includes a day in Mexico, five days in Canada, and forty-three days in western United States. The total distance covered is about 8,500 miles. This course is recognized as one of the outstanding field courses in the United States.

The course this year will cover an area extending southwest as far as El Paso, Texas, and Juarez, Mexico, along the Pacific Ocean from Los Angeles, California, to Seattle, Washington, northwest to Lake Louise and Banff, Canada, and back to Normal along the northern boundary of the United States.

This is a camping trip on which the students travel in a deluxe bus. All of the kitchen and camping equipment is carried in a specially constructed modern cook kitchen mounted on a truck, and in charge of a professional cook. Since the students' energies are devoted to study, camp duties are cared for by "camp boys."

Registration for the 1948 field course is Monday, July 5. The field trip starts Thursday, July 8, and ends on Wednesday, August 25. Work on the campus is completed by Friday, August 27. The course carries nine semester hours of credit which is the same as may be earned in the eight-weeks session on the campus. All credits may be used in geography, or they may be divided, using six in geography and three in history. One does not have to be a geography or history teacher to be eligible for this course. The course is limited to twenty-seven teachers or prospective teachers in any field, and is offered without profit to the University.

A FEW FIELD GEOGRAPHY HIGHLIGHTS

1. The World's Largest Cave
2. The World's Largest Trees
3. The World's Largest Canyon
4. The World's Highest Dam
5. The World's Highest Water Fall
6. The World's Greatest Ocean
7. The World's Greatest Iron Mines
8. The World's Greatest Irrigation Project
9. The World's Most Famous Movie Colony
10. The World's Longest Suspension Bridge
11. Travel in Three Nations

12. Our Nation's Driest Desert
13. Our Nation's Most Magnificent Mountains
14. Canada's Greatest Scenic Attractions—Lake Louise and Banff
15. Five National Parks and Three National Monuments, Each with Its Unique Natural Attractions

An attractive folder giving all details will be sent upon request addressed to A. W. Watterson, Department of Geography, who will be Director of the course.

GRADUATE OFFERINGS

The great interest displayed from many quarters in the offering of graduate work by Illinois State Normal University culminated in the authorization of such work by the Teachers College Board beginning with the summer session of 1944. At the present time ten departments of the University which have been approved by the Teachers College Board are offering work in the summer session and the regular school year. These departments are Biological Science, Education and Psychology, English, Foreign Languages, Geography, Health and Physical Education for Women, Mathematics, *Music, Physical Science, and Social Science.

Graduate courses in this Bulletin are listed in the departmental offerings and may be identified by course numbers of 300 and above. Additional information, including the qualifications of Illinois State Normal University to offer graduate work based upon very high standards, may be obtained by requesting a special Bulletin of the Graduate School.

All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered three times yearly. Graduate students will be notified as to the time when the examination is to be given.

SPECIAL EDUCATION

Illinois State Normal University has been designated by the Teachers College Board as the state teacher-education institution to prepare teachers for exceptional children. Accordingly, the Division of Special Education was established to prepare teachers, supervisors, and administrators throughout the state for work with exceptional children. Curricula leading to the degree of Bachelor of Science in Education are offered to prepare teachers of the mentally retarded, those who are partially sighted, the deaf and hard of hearing, those physically handicapped other than in vision and hearing, the socially maladjusted, and those with speech defects.

A fifth year of work in the areas for the mentally retarded, the physically handicapped, the socially maladjusted to be planned in consultation with the student's Advisory Committee, will lead to the degree of Master of Science in Education.

These curricula are particularly worthy of consideration by students who are graduates of one of the two-year curricula formerly offered and who now have experience in teaching. Such teachers, who complete the requirements in an area in special education, are in great demand.

*Pending action of the Teachers College Board on May 3, 1948.

Observation, demonstration, and student teaching for those qualified will be provided during the summer session as follows:

1. Four special classrooms: one for intermediate-age slow-learning children, one for deaf and hard-of-hearing children, one for partially-sighted children, and one for physically-handicapped children.
2. A reading Laboratory for children with severe reading disabilities.
3. The Speech Re-education Clinic.
4. The Psychological Counseling Service.

Special Education Week, July 26-30, will be devoted to a conference on the education of the cerebral-palsied child. An intensive study of curriculum needs will be made, with a view toward the improvement of the educational program. The conference will be directed by recognized specialists in this field. University staff members will be consultants.

A special descriptive folder will be issued later concerning the offerings in the field of special education, including the conference during Special Education Week.

Anyone desiring the folder or additional information should write to the Director of the Division of Special Education.

CLINICS

Seven one-week clinics will be available for students interested in Conservation, Rural and Elementary Education, Parent-Teacher Associations, Basic Reading, and Advanced Reading. Each clinic will carry one semester hour of credit for the one week of intensive work. Students may register in not more than one or two clinics in addition to six semester hours in the regular summer session. Because of the increased popularity of these clinics special arrangements are being made for the 1948 offerings. Certain of the clinics, as will be indicated, will be offered twice, once during each of two consecutive weeks. Where this plan is followed, two clinics in separate areas are offered during each of the two weeks. In addition to the information which follows, course descriptions will be found in the course offerings of Education and Geography. A special folder on clinics may be secured by writing to the Registrar.

Conservation Clinic

Beginning with registration on Monday, June 7, through Friday, June 11, one week will be given over to intensive work in conservation, dealing with concrete materials the teacher may use in teaching during the school year. The Clinic will be held in connection with the office of the County Superintendent of Schools of McLean County and adjacent counties. Emphasis will be placed upon an overview of conservation with particular reference to the McLean County area. Specific study includes conservation of soil, wild life, farmers' woodlands, and water supply and use. Each afternoon will be devoted to field work. Integration of conservation topics with the regular subject-matter courses will be considered. Authorities on each of the several phases of conservation will assist in lectures and field work. The Clinic carries one semester hour of credit. Additional one-week clinics in conservation will be offered in extension centers during the intersession. They will be held at Decatur and Princeton, June 14-18, and at Melvin, June 21-25.

Reading Clinics

To meet the needs of in-service teachers who desire information about and practical experience with the teaching of reading, two special Reading Clinics will be held during the summer session of 1948. Two sections of the Basic Reading Clinic will be provided. The first will be held during the week of July 12-16, and the second during the week of July 19-23. The registration in each will be limited to seventy participants. During each week there will be book exhibits of special interest. The Advanced Clinic which will be held during the week of July 26-30, will stress remedial procedures in reading. Demonstrations of new and special equipment in connection with the remedial aspects of reading will be part of the presentation.

The special guest instructor, Miss Elizabeth McCain, Director of Child Guidance and of the Special Reading Program, Public Schools, Memphis, Tennessee, will be assisted by specialists in the teaching of reading and by critic teachers on the staff of Illinois State Normal University. Prerequisite for the Advanced Clinic is the satisfactory completion of work offered in the Basic Clinic, an approved course in reading method, or teaching experience in reading.

Parent-Teacher Association Clinic

Illinois State Normal University, in cooperation with the National Congress of Parents and Teachers and the Illinois Congress of Parents and Teachers, is offering again a clinic in parent-teacher work. During the week of August 16-20, an opportunity will be provided for students of the 1948 summer session to receive complete and practical information concerning this important phase of educational work, now a definite part of nearly every school system. The faculty member in charge of the course will be Dr. Arthur H. Larsen, Assistant Dean of the University, who will be assisted ably by representatives from the National Congress and the Illinois Congress and by members of the faculty of Illinois State Normal University. The course will deal in a very practical manner with all phases of the parent-teacher work, now generally recognized as valuable for prospective and in-service teachers.

Rural and Elementary Education Clinics

In order to meet the needs of rural and town elementary teachers who desire a short intensive course in the curriculum, course of study, and teaching problems of the rural and elementary schools, special clinics in music will be held during the weeks of July 12-16 and 19-23. Other clinics in social science and natural science on the same level will be held during the weeks of August 2-6 and 9-13. Registration in each of these clinics will be limited to seventy participants. Directors of these clinics will be specialists in their respective areas. Special emphasis will be given to the use of the *Illinois Curriculum and Course of Study Guide for Elementary Schools*.

ATHLETIC COACHING SCHOOL

The University is offering one week of intensive practice in and discussion of the coaching of basketball and football for high-school coaches. The school, which will run continuously throughout the day from Monday, June 14, through Thursday, June 17, is offered as a service of the University. No fees are charged and no credit is involved. Outstanding coaches will be brought to the campus and will be assisted by the regular University athletic staff.

BUSINESS-EDUCATION CONFERENCE

A new feature of the 1948 summer session is a conference on cooperative part-time education for distributive and office occupations. Teachers and coordinators of cooperative part-time educational programs for distributive and office occupations and other persons interested in this teaching field are invited. The conference will run from Monday morning, August 16, through Friday afternoon, August 20. No fees are charged and no credit is involved. Sponsored by the Illinois State Board for Vocational Education, this conference is under the direction of John A. Beaumont, who is chief of the Business-Education Service of the Board.

EDUCATIONAL CONFERENCE

Again as in past years Illinois State Normal University will provide an Educational Conference as an integral part of the summer session. The dates of the 1948 Conference are July 20, 21, and 22. Three outstanding authorities in educational work will be guest speakers at the Conference. Each day the program will include an address in the forenoon and a general panel discussion in the afternoon in Capen Auditorium.

It is hoped that many teachers, school administrators, and school board members will be guests at the Conference. Special folders giving details of the Conference will be available in June and may be secured by writing to Floyd T. Goodier, Director of the Conference.

EDUCATIONAL EXHIBIT

The second largest Educational Exhibit in the United States will again be a feature of the summer session on July 20, 21, and 22. The purpose of this Exhibit is to afford an opportunity for students, administrators, and the public to come in contact with new publications, supplies, and equipment in the teaching field.

In order that school board members and administrators may see the extensive array of educational materials now available, the Exhibit will be closed Wednesday afternoon, July 21, and open during the evening from 7:00 until 9:30. Teachers, administrators, board members, and parents regardless of any other contacts with the summer session are invited to see the Exhibit. The Exhibit parallels the Educational Conference.

RECREATION, ENTERTAINMENTS, AND LECTURES

Much consideration has been given to provision for an interesting and extensive program of activities for summer session students. The large and beautiful campus with its outdoor stage, recreational facilities, and athletic field invites students to participate in numerous activities. Athletic contests are a prominent part of the summer program.

Lake Bloomington to the north of Normal, Miller Park in Bloomington, and Fell Park in Normal, provide opportunities for swimming, boating, and picnics.

The Student Lounge in the Main Building is one of the inviting spots on the campus, and is much used as a student meeting place for conferences and social hours.

The Young Women's Christian Association has reclaimed the original "White Room," which housed the first college Y. W. C. A. This room is for quiet visiting, meditation, and restful reading.

An annual University Women's Dinner and a Men's Picnic will be held.

The committee on Entertainments, Lectures, and Concerts, comprised of faculty and students, is again planning a series of entertaining and profitable concerts and lectures throughout the summer session.

A series of Faculty Lectures is again being planned. These lectures occur in Capen Auditorium on Tuesday evenings between the hours of 7:00 p.m. and 8:00 p.m.

In addition to these lectures and concerts, a series of motion pictures will be shown in Capen Auditorium on a weekly schedule throughout the summer session.

A schedule of the 1948 summer session events will be announced later.

Student Teaching

Student teaching during the regular summer session of 1948 will be carried on under practically the same plan as that used in past years. The Metcalf Elementary School, the University High School, and the Illinois Soldiers' and Sailors' Children's School will be in session. There will be opportunities for students who need six semester hours of such work to do student teaching in the afternoon as well as in the forenoon.

Students may be assigned for student teaching during the intersession, June 12 to July 2, 1948, if they need two semester hours in addition to the six or eight semester hours which can be earned in the regular summer session.

To meet a growing interest in religious education, Illinois State Normal University offers a unique opportunity in the operation of a Daily Vacation Church School in one of the buildings of the Normal Public Schools located directly across School Street east of the campus. Opportunity is afforded a number of student teachers to obtain experience in this interesting area of teaching.

No students enrolled during a regular school year who have failed to meet scholastic requirements for student teaching will be allowed to do student teaching in any summer session. This statement means that all students who go on probation at the end of the first semester or lack a C average must return for an additional semester of work in order to complete their student teaching requirements. These preceding regulations apply to all students in the elementary and secondary curricula. (Because of the extreme shortage of teachers, adjustments of these rulings may be made in individual cases.)

Students in the secondary curriculum asking for student teaching in the elementary schools must meet the academic and professional requirements for the elementary curriculum. They will receive the same credit allowance that is given to elementary students, that is, three semester hours credit for two clock hours of student teaching during the regular year or three semester hours for one-half day in the regular summer session.

Since the opportunities for student teaching in the summer term are limited, the applications are given consideration in the following order:

1. Students who have met all prerequisites and have followed their course in regular progression and who expect to qualify for their degree in that same summer.

2. Students who have fulfilled all the requirements and who need part of their student teaching in order to complete the work in the following summer session.
3. Students who wish to qualify for a teaching certificate.

IMPORTANT. The demand for student teaching is so great that persons desiring such work should correspond with the Director of the Training Schools before May 1, 1948. Student teaching is not available for transfer students, except in Special Education, until after a designated period of residence work in this University. (See prerequisites for Student Teaching 210 and 215 on page 46.)

Bureau of Appointments

The University maintains a Bureau of Appointments to give placement service to schools of a very wide geographical distribution. The service, free to students and alumni of the University, has become increasingly valuable to both school officials and teacher candidates. Excellent organization of this activity and business-like procedures have resulted in a remarkable growth in teacher placement. Alumni and former students are especially invited to correspond with the Bureau of Appointments since there are many calls for persons with teaching experience and higher degrees that cannot be met from the regular campus list of available candidates.

There will be a distinct shortage of teachers for the school year of 1948-49. Many former students and graduates who are not teaching at the present time may be asked to take teaching positions. Such persons should check with their county superintendents to determine whether or not they are qualified for teaching certificates. If such persons are not registered with the Bureau of Appointments, they are invited to do so without charge.

General Requirements

Every summer session student who is working toward graduation from Illinois State Normal University should refer to the general Catalog for information concerning curricular requirements. The section entitled "Regulations Every Student Should Know" should be read by all such students. A part of this section is given below, since it applies to all summer session students.

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM MARKS

The marks with their value in honor points are as follows:

A	(Passing)	3 honor points per semester hour
B	(Passing)	2 honor points per semester hour
C	(Passing)	1 honor point per semester hour
D	(Passing)	0 honor points per semester hour
I	(Incomplete)	0 honor points per semester hour
WX, WP	(Withdrawal)	0 honor points per semester hour
F, WF	(Failing)	-1 honor point per semester hour

A, B, C, and D will be recorded for work which has been given a passing mark. F will be given to:

1. Students who withdraw from a course at any time without official permission.

2. Students who are in a course all semester but who fail to make a passing mark.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in a regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided textbooks and the library slug are returned.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity. When a failure is repeated, the last grade only is counted in computing the honor point average.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An I will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the term or semester. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the I is circled and the permanent grade, semester hours, and honor points are added when the record is cleared. Students graduating at the end of the summer session must clear incompletes not later than the end of six weeks of the eight-weeks session.

WITHDRAWALS

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. WX is given if the student withdraws before the quality of the work can be determined. WP is given if the student is passing at the time of withdrawal, and WF, if failing.

HONOR POINTS

Students must have as many honor points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals, other than failures, are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hrs.		Sem. Hrs. Counted in		Honor Points Earned
		Enrolled In	Earned	Honor Point Requirement		
History of Civilization 113	D	3	3	3		0
General Psychology 111	F	3	0	(3)		-3
Fundamentals of Speech 110	A	3	3	3		9
Art Appreciation 107	I	1	0	0		0
Elective	WP	2	0	0		0
Elective	B	3	3	3		6
Recreational Activities 103	WF	1	0	(1)		-1
		<hr/>	<hr/>	<hr/>		<hr/>
		16	9	13		11

On the cumulative basis, the last column must total as much as or more than the second last column for student-teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements (1) on the cumulative record as well as (2) on the record of each semester or summer session.

(1) On the cumulative record, students with one through 32 semester hours may have nine fewer honor points than semester hours for which they have been enrolled; with 33 through 48 semester hours, six fewer honor points than semester hours; and with 49 through 64 hours, three fewer honor points than semester hours. Students who have 64 or more semester hours must have as many honor points as semester hours for which they have been enrolled, or a C average. Incompletes and withdrawals are not counted.

(2) In addition to meeting the cumulative requirement, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and six honor points if six or more semester hours are taken. For three semester hours only in the regular summer session, for the intersession, and for extension courses, the requirement is a passing mark.

Students who fail to meet the requirements on credits earned at Illinois State Normal University are placed on probation for the succeeding semester or summer session. Students who are placed on probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Regulations concerning honor points and the probation and drop system, including recent changes, became effective for all students beginning with the first semester of 1947-48.

Courses of Instruction

DEFINITION OF CREDIT. For credit purposes, each course is assigned semester hours value, each semester hour representing the equivalent of one period of prepared classwork per week or two periods of unprepared classwork per week for one semester. The amount of credit is given in parentheses following each course title.

COURSES OF DIFFERENT LEVELS. The various courses are of three different grades as far as progressive advancement is concerned.

Freshmen and Sophomore Courses.—These are the comprehensive introductory courses in the various subjects offered in the Freshman or Sophomore years. They are numbered 100-199 and are referred to as junior-college courses. Only a limited number of Freshman and Sophomore courses may be counted for graduation when taken by Juniors and Seniors.

Courses open to Juniors and Seniors Only.—These are advanced intensive courses and are not open to Freshmen and Sophomores. They are numbered 200-299 and are referred to as senior-college courses. Forty-three semester hours of all work of the Junior and Senior years must be in these courses.

Courses For Graduate Credit Only.—These courses are numbered 300-499 and are the only courses which may be applied toward a Master's degree.

Any course may be cancelled in which the enrollment is not sufficient to warrant the offering of such work.

The place of meeting is indicated on the daily program to be found on pages 31-39.

Rooms on the ground floors or in basements have numbers under 100; first floor rooms in the 100's; second floor rooms in the 200's; third floor rooms in the 300's. This numbering applies to all buildings. The designation of buildings is as follows: M—Main Building; T—Metcalf Training School; I—Industrial Arts Building; C—Cook Hall; G—Gymnasium; L—Library; S—Science Building; H—Heating Plant; N—North Hall; F—Federal Classroom Buildings; Clinic—Clinic Building; J. P.—Judging Pavilion, University Farm; Y. W.—YWCA White Room, Main Building. On the preceding basis, a room marked on the daily program as "I202" is on the second floor of the Industrial Arts Building.

INTERSESSION COURSES

Interession classes will meet three class periods daily as agreed upon by the instructor and students except that one of the meetings must be held in the afternoon.

For those courses which are also offered in the regular session, descriptions are not repeated, but the pages where the descriptions may be found are indicated.

Agriculture

- S124. Forage Crops—(3) Mr. Douglass
Production, utilization, and preservation of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures.
- S213. Farm Management—(3) Mr. Green
Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

Art

- S101. Art Activities for Elementary Schools—(3) Miss Miller
See page 41.
- S102. Art Activities for Elementary Schools—(3) Mr. Hoover
See page 41.
- S201. Crafts for Elementary Schools—(3) Mr. Barford
Simple crafts suitable for the elementary level such as weaving, claywork, book binding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Prerequisite: Art 101 or 105.

Biological Science

- S105. Hygiene—(3) Miss Aldworth, Miss Harding
See page 42.
- S220. Natural Science—(3) Mr. Miller
See page 43.
- S491. Thesis or Research Project—(2 to 4) To be arranged
See page 44.

Business Education

- S112. Typewriting—(3) Miss Webb
See page 44.
- S131. Accounting—(3) Mr. Admire
Leads to a study of business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

Education and Psychology

EDUCATION

- S107. Reading Methods—(3) Miss Burris
See page 45.
- S193. Education Workshop—(3) Miss Force, Mr. Goodier
See page 63.
- S210. Student Teaching and Special Methods, Secondary—(2)
Student Teaching, Elementary—(2)
See page 46.

- S211. American Public Education—(3) Mr. DeWees
See page 46.
- S220. Secondary Education—(3) Mr. Houston
See page 47.
- S240. Audio-Visual Education—(3) Mr. Ivens
See page 47.
- S293. Education Workshop—(3) Miss Force, Mr. Goodier
See page 63.
- S312. Individualization of Instruction—(3) Miss Cooper
Methods of making practical adaptations in the school program to aid the physical, emotional, and educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. Prerequisite: Education 108 or Psychology 115.
- S327. Guidance—(2) Mr. Lovelass
See page 48.
- S401. Introduction to Research—(3) Mr. Lueck
See page 48.
- S403. Educational Statistics—(2) Mr. Larsen
See page 48.
- S412. Seminar in Curriculum Construction—(3) Mrs. Henderson
See page 48.
- S499. Thesis or Research Project—(2 or 3) To be arranged
See page 49.

PSYCHOLOGY

- S115. Educational Psychology—(3) Mr. Paulson
See page 49.
- S301. Advanced Educational Psychology—(3) Mr. Dillinger
See page 49.
- S411. Counseling and Psychotherapy—(3) Mr. Marzolf
Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. Prerequisite: Psychology 425 or 426.
- S499. Thesis or Research Project—(2 or 3) To be arranged
See page 50.

English

- S102. Folk Literature for Children—(3) Mrs. Pricer
See page 50.
- S110. English Composition—(3) Miss Winegarner
See page 50.
- S111. English Composition—(3) Mr. Vetter
See page 50.
- S202. Modern Literature for Children—(3) Miss Hinman
See page 50.
- S431. Twentieth-Century American Literature—(2) Mr. Griffin
Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.
- S451. Thesis—(3) To be arranged
See page 51.

Geography

S121. Conservation Clinic—(1)

Mr. Lathrop

A week of intensive work on conservation designed primarily for the teachers of McLean County. Extensive field work with assistance from experts in the various fields of conservation. Worked out in conjunction with the County Superintendent of Schools.

S303. Techniques of Field Work—(3)

Mr. Holmes

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of time spent in the field doing original study and mapping.

S424. Thesis—(3 or 4)

To be arranged

See page 53.

Health and Physical Education

S221. Basketball Coaching—(3)

Mr. Cogdal

See page 54.

S231. Physical Education for Elementary Schools—(3)

Miss Smith

See page 53.

S499. Thesis or Research Project—(2 to 4)

To be arranged

See page 54.

Home Economics

S123. Costume Design—(3)

Miss Ross

Essentials of design applied to dress. Analysis and interpretation of the individual through dress. Creative experiences encouraged. Some appreciation of costumes of former ages and of national dress. Prerequisite: Home Economics 122.

Industrial Arts

S127. Craft Activities for Elementary Teachers—(3)

Mr. Ashbrook

See page 55.

S132. General Metalwork—(3)

Mr. Reed

Basic information, processes, and safety in casting, forging, sheetmetal, ornamental steel, arc, and oxy-acetylene welding. Prerequisite: Industrial Arts 111, or one unit of high-school mechanical drawing.

S232. Sheetmetal and Welding—(3)

Mr. Reed

Advanced information and practice in sheetmetal, and the application of welding and cutting processes to machine repair, design, and construction. Prerequisite: Industrial Arts 132.

Mathematics

S106. Solid Geometry—(3)

Mr. McCormick

For students who have had only one year of geometry in high school, and Advanced Algebra.

S113. Advanced Trigonometry—(3)

Mr. Ullsvik

See page 57.

S201. Foundations in Arithmetic—(3)

Mr. Mills

See page 57.

S499. Thesis or Research Project—(2)

To be arranged

See page 58.

Intersession Schedule of Classes - 1948

JUNE 12—JULY 3

Department and Course Title	Course No.	Instructor	Room
Agriculture			
Forage Crops	S124	Mr. Douglass	S103
Farm Management	S213	Mr. Green	GH
Art			
Art Activities for Elementary Schools	S101	Miss Miller	I107
Art Activities for Elementary Schools	S102	Mr. Hoover	I105
Crafts for Elementary Schools	S201	Mr. Barford	16
Biological Science			
Hygiene	S105	Miss Harding	S203
Natural Science	S220	Miss Aldworth	S204
Thesis	S491	Mr. Miller	S108
		(To be arranged)	
Business Education			
Typewriting	S112	Miss Webb	C204
Accounting	S131	Mr. Admire	S301
Education and Psychology			
Reading Methods	S107	Miss Burris	M213
Education Workshop	S193, S293	Miss Force	M209
Workshop (Character Education)	S193, S293	Mr. Goodier	N5
American Public Education	S211	Mr. DeWees	T109
Secondary Education	S220	Mr. Houston	T105
Audio-Visual Education	S240	Mr. Ivens	S105
Individualization of Instruction	S312	Miss Cooper	M205
Guidance (2)	S327	Mr. Lovelass	F2-2
Introduction to Research	S401	Mr. Lueck	C203
Educational Statistics (2)	S403	Mr. Larsen	N210
Seminar in Curriculum Construction	S412	Mrs. Henderson	N107
Thesis	S499	(To be arranged)	
Educational Psychology	S115	Mr. Paulson	I203
Advanced Educational Psychology	S301	Mr. Dillinger	I207
Counseling and Psychotherapy	S411	Mr. Marzolf	Clinic
Thesis	S499	(To be arranged)	
English			
Folk Literature for Children	S102	Mrs. Pricer	N211
English Composition	S110	Miss Winegarner	N208
English Composition	S111	Mr. Vetter	N204
Modern Literature for Children	S202	Miss Hinman	M214
20th Century American Literature (2)	S431	Mr. Griffin	N201
Thesis	S451	(To be arranged)	
Geography			
Conservation Clinic (1) (1 week—June 7-11)	S121	Mr. Lathrop	N107
Technique of Field Work	S303	Mr. Holmes	N101
Thesis	S424	(To be arranged)	
Health and Physical Education			
Basketball Coaching	S221	Mr. Cogdal	G103
Physical Education for Elementary Schools	S231	Miss Smith	G102
Thesis	S499	(To be arranged)	
Home Economics			
Costume Design	S123	Miss Ross	I209
Industrial Arts			
Craft Activities for Elementary Teachers	S127	Mr. Ashbrook	M8
General Metalwork	S132	Mr. Reed	HP
Sheetmetal and Welding	S232	Mr. Reed	HP
Mathematics			
Solid Geometry	S106	Mr. McCormick	M201
Advanced Trigonometry	S113	Mr. Ullsvik	S204
Foundations in Arithmetic	S201	Mr. Mills	M104
Thesis	S499	(To be arranged)	
Music			
Methods and Materials of Public Perform.	S157	Mr. Peithman	F7-1
Current Trends in Instrumental Music	S256	Mr. Isted	F7-2
Physical Science			
Agricultural Organic Chemistry	S145	Miss Griffith	S309 & S312
Thesis	S499	(To be arranged)	
Social Science			
History of the United States	S115	Mr. Harper	M202
History of the United States	S116	Miss Cavanagh	M203
History of Illinois	S119	Miss Waldron	M211
Economic Problems	S122	Mr. Glasener	M212
The Community	S261	Mr. Kinneman	M210
Public Opinion and Propaganda	S358	Mr. Browne	M206
Seminar	S491	(To be arranged)	
Thesis	S492	(To be arranged)	
Speech			
Speech Re-education	S212	Mr. Holmes	F4-1
Problems in Speech Educ. in the Sec. Sch.	S241	Mr. Barber	N213

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
<p>Agriculture</p> <p>S225 Pork Production Hudelson JP1 *S235 Farm Shop Work JP2 Young JP2</p> <p>Art</p> <p>*S101 Art Act for El Sch Barford I107 *S118 Land Comp & Sketch Miller I105 S209 Weaving I6 Ogle I6 *S237 Adv. Studio I105 Miller I105</p> <p>Biological Science</p> <p>*S145 Funct. Anatomy Moore S201 S219 Nat. Science (old) McAvoy S110</p> <p>*S405 The Sensory Organs Gray S202</p> <p>*S428 Biol. Resources Ries S214</p> <p>Business Education</p> <p>S112 Typewriting Day C204</p> <p>S257 Retailing Toll C301</p>	<p>Agriculture</p> <p>*S235 Farm Shop Work Young JP2</p> <p>Art</p> <p>*S101 Art Act for El Sch Barford I107 *S118 Land Comp & Skt Miller I105 *S237 Adv. Studio I105 Miller I105</p> <p>Biological Science</p> <p>S105 Hygiene S204 Martens S204 S109 Nat. Sci. Sur. (El.) Young S110 *S145 Funct Anatomy S201 Moore S201</p> <p>S312 Adm. Sch. Health Lamkey S209 S405 The Sensory Organs Gray S202 *S423 Biol. Resources Miller TWThF S108 *S428 Biol Resources Ries S214</p> <p>Business Education</p> <p>S111 Elem. of Bus. Wheeler C304</p> <p>S241 Business Law Koepeke C301</p>	<p>Agriculture</p> <p>S219 Econ Dairy Prob Hudelson JP1 S232 Field Machinery JP2 Young JP2</p> <p>Art</p> <p>*S111 Art Fundamentals Miller I107 *S207 Art for Hand Chil Hoover I6</p> <p>Biological Science</p> <p>*S111 Gen Biol Sci S209 Martens S209 S121 Comp Zoology S201 Moore S201 *S193 Health Ed Center Lamkey, De Young, Fitzgerald, Freeman Shea, Wilcox S203-207 *S211 Int Bacteriology Lamkey S216 S220 Nat. Sci. (old) Young S110 S238 School Health McAvoy S204 *S293 Health Ed Center See S193 S203-7 S300 Current Liter. Gray TTh S202 *S422 Biol Resources Ries TWThF S214 *S423 Biol Resources Miller TWThF S108 *S428 Biol Resources Ries S214</p> <p>Business Education</p> <p>S117 Business Math Toll C301</p> <p>S252 Econ of Business Koepeke C304</p>
* Double Period Class		

JULY 5 - AUGUST 27, 1948

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Agriculture	Agriculture	Agriculture
	*S231 Gas Eng & Trac Young JP2	S105 Genetics S103 Hudelson *S231 Gas Eng & Trac JP2 Young
Art	Art	Art
S107 Art Apprec Barford TThF F4-2 *S111 Art Fundamentals Miller I107 *S207 Art for Handi. Child Hoover I6	*S102 Art Act for El Sch Barford I107 *S211 Crafts for Sec Sch Hoover I6	*S102 Art Act for El Sch Barford I107 <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">3:20-4:20 S107 Art Appr. Barford MWTh F4-2</div> S202 Teach Art in El Sch Miller F4-2 *S211 Craft for Sec Sch Hoover I6
Biological Science	Biological Science	Biological Science
*S111 Gen Biol Sci S209 Martens *S121 Comp Zoology S201 Moore *S193 Health Ed Center See 3rd hr S203-S207 *S211 Int Bacteriology Lamkey S216 S219 Natural Sci (new) Miller S110 *S293 Health Ed Center See S193 S203-7 *S422 Biol Resources Ries TWThF S214 S428 Biolog Resources Ries S214	S110 Nat. Sci. Sur. (El.) Moore S108 *S131 Comp Botany S209 McAvoy *S132 Comp. Botany S209 McAvoy *S201 Entomology S201 Ries S220 Natural Sci. (new) Miller S110 *S247 Sight Sav Prob Gray S202 *S311 Sch & Comm Sanit Lamkey S216 S491 Thesis (To be arranged)	S105 Hygiene S204 Martens *S131 Comp Botany S209 McAvoy *S132 Comp Botany S209 McAvoy *S201 Entomology S201 Ries S220 Nat Sci (old) S110 Young *S247 Sight Sav Prob Gray S202 *S311 Sch & Comm Sanit Lamkey S216 S491 Thesis (To be arranged)
Business Education	Business Education	Business Education
S113 Typewriting Day C204	S115 Bus English Wheeler C304 S132 Accounting Koepke C301	S123 Shorthand Day C303 S254 Adver & Salesm Toll C301
		* Double Period Class

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Education and Psychology S203 Int to Phil of Educ M205 Henderson S204 Sch & Comm Rela. F2-1 Decker S220 Secondary Educ. C203 Cole S236 Classrm. Prob. M209 Force S327 Guidance I203 Loveless TWThF	Education and Psychology S109 Obs & Read M213 Burris TThF S211 Amer. Public Educ. C203 Cole S232 Early Child Educ M209 Russell S401 Int. to Research F2-2 Lueck S431 School Admin F2-1 Decker S499 Thesis (To be arranged) S111 Gen Psych I207 Dillinger *S432 Psychol Clinic Marzolf TTh Clinic *S433 Psychol Clinic Marzolf TTh Clinic	Education and Psychology S110 Observ & Read M213 Burris TThF *S162 Surv. Spec. Educ. M203 Goodier S224 Ex. Cur. Act Sec Sch F2-2 Lueck S412 Sem in Curr Constr M205 Henderson S418 Evaluation Tech Tiedeman TWThF I200 S441 Lab School Admin Carrington TWThF T115 S115 Educ Psychology M209 Force S227 Psy of Except Child I207 Parker S234 Mental Hygiene I203 Dillinger *S432 Psychol Clinic Marzolf TTh Clinic *S433 Psychol Clinic Marzolf TTh Clinic
English S102 Folk Lit for Child N208 Nelson S165 Journalism N205 Brigham S275 English Grammar N211 Hiatt S411 Chaucer N210 Teager TWThF	English S110 English Comp N208 Griffin S111 Eng Comp N206 Okerlund S132 Amer. Lit. N211 Henline S244 The Novel N210 Teager S401 Dev of Eng Lang N204 Hiatt	English S203 Verse for Child M214 Hinman S231 Amer Lit Since 1914 N211 Henline S254 World Literature N206 Okerlund
Foreign Language *S113 1st Year French F3-2 Ellis	Foreign Language	Foreign Language
Geography *S111 Physical Geology N1 Barton S306 Political Geog. N107 Lathrop	Geography *S111 Physical Geology N1 Barton MTWTh S212 Geog of Illinois N102 Crompton	Geography S113 Economic Geog N106 Barton S401 Pro-Seminar N107 Lathrop

* Double Period Class

JULY 5 - AUGUST 27, 1948

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Education and Psychology S107 Reading Methods Burris M213 S203 Int to Phil of Educ Schroeder M214 S211 Amer Public Educ Lichty M211 S233 Mid Grade Educ Russell M209 S420 Impv. of Inst. Houston TWThF M212 S435 School Buildings De Young TWThFM205 S450 Adm. of Spec Educ Parker TWThF I207 S212 Social Psych Lovellass I203 *S432 Psychol Clinic Marzolf TTh Clinic *S433 Psychol Clinic Marzolf TTh Clinic	Education and Psychology S107 Reading Methods Burris M213 S108 Child Gr & Devel Russell M209 S203 Int to Phil of Educ Henderson M205 S208 El Sch Tests & Mes Tiedeman I200 S220 Secondary Educ Cole C203 S240 Audio-Visual Educ Cross S105 S403 Educ. Statistics Larsen MTWTh N213 S415 All School Activ Reusser MTWTh M212 S111 Gen Psychol Lancaster I207 S311 Psych Mental Dev. Marzolf Clinic S111 Eng Comp Nelson N208 S203 Verse for Child Hinman M214 S219 Shakespeare Hiatt N204 S132 Caesar's Gal.&Civ W Connell T109 S114 Geog of N America Lathrop N107 S213 Geog of Afr & Aus Barton N106	Education and Psychology *S162 Surv. Spec. Edu. Goodier M203 S204 Sch & Comm Rel Decker F2-1 S205 Lab Read Method Catey T206 S211 Amer Pub Educ Force M209 S243 Educ Mentally Ret. Ogurek C. Sch S244 Educ. Partially Sigh. Donermeyer T112 S245 Educ Phys Handi Bringhurst T2 S401 Int to Research Lueck F2-2 S115 Educ Psych Lancaster I203 S301 Adv. Educ Psych Dillinger I207 S425 Indiv Mental Test Parker MTWTh Clinic S499 Thesis (To be arranged) S202 Mod Lit for Child Nelson N208 S212 Eng Liter 1600-1780 Teager N210 S214 Eng Lit 1830-1900 Griffin N204 S430 19th Cent Am Liter Henline MTWTh N206 *S113 1st Year French Ellis F3-2 S103 Geog Peop of World Crompton N102
English S122 Surv Eng Liter Griffin N204 S233 Creative Writing Brigham N205 S451 Thesis (To be arranged)	English S111 Eng Comp Nelson N208 S203 Verse for Child Hinman M214 S219 Shakespeare Hiatt N204	English S202 Mod Lit for Child Nelson N208 S212 Eng Liter 1600-1780 Teager N210 S214 Eng Lit 1830-1900 Griffin N204 S430 19th Cent Am Liter Henline MTWTh N206
Foreign Language *S113 1st Year French Ellis F3-2	Foreign Language S132 Caesar's Gal.&Civ W Connell T109	Foreign Language *S113 1st Year French Ellis F3-2
Geography S217 Geog of Russia Crompton N102 S222 Field Geog West US Watterson N101	Geography S114 Geog of N America Lathrop N107 S213 Geog of Afr & Aus Barton N106	Geography S103 Geog Peop of World Crompton N102

• Double Period Class

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Health and Physical Educ. S101 Recr Act Frye TWThF M's S228 Diag & Treat of Inj Horton G103 S231 Phys Ed for El Sch Frey W's S308 Teach of Rhym Act Grav TWThF G101 S499 Thesis (To be arranged)	Health and Physical Educ. S108 Recr Act Frey TWThF WRR S116 Fund of Rhythm Gray TWThF W's S132 Scouting Horton G103 S210 Org. of Phys Educ Gillett G102	Health and Physical Educ. S101, 102, 103, 104 R.A TWThF W's S115 First Aid Hancock G103 S221 Basketball Coaching Struck F3-1 S301 Evaluation Tech French G102
Home Economics *S113 Meal Planning Buell I103 *S136 Home Mg. Expr. Conkey HMH *S236 Home Adminis. Conkey HMH	Home Economics *S113 Meal Planning Buell I103 *S136 Home Man Exper Conkey HMH *S236 Home Adminis Conkey HMH	Home Economics S106 Nutrition Buell I103
Industrial Arts *S111 Engineering Draw. Reed I201 *S114 Mach. Draw Reed I201 *S122 Furn. Uphol. & Fin. Hammerlund I1	Industrial Arts *S111 Engineering Draw Reed I201 *S114 Mach. Drawing Reed I201 *S122 Furn Uphol & Fin Hammerlund I1	Industrial Arts *S131 Gen Metalwork Reed F8-1 *S223 Woodworking Hammerlund I1 *S231 Mach Shop Prac Reed F8-1 S267 Drive Educ & Traf S Ashbrook F8-2
Library S216 Informational Books Hinman Met L S252 Catal. & Class of Bks Speer L	Library	Library S212 Lib as Infor Center Speer L
Mathematics S113 Adv. Trigonometry Mills M104 S449 Thesis (To be arranged)	Mathematics S101 Arith. in Mod. Life Ullsvik M201 S201 Foundations in Arith Mills M104	Mathematics S116 Integral Calculus McCormick M104
		* Double Period Class

JULY 5 - AUGUST 27, 1948

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Health and Physical Educ. S113 Swim & Diving Frye ISSCS S230 Phys Ed for Sec Sch French G102 S231 Phys.Ed.for El. Sch. Gray Men's Gym S406 Mech Anal of Spts TWThF W's Home Economics S132 Home Management Conkey I200 Industrial Arts *S131 Gen Metalwork Reed F8-1 *S223 Woodworking Hammerlund I1 *S231 Mach Shop Prac Reed F8-1 Library Mathematics S230 Survey of Math Ullsvik M201	Health and Physical Educ. S113 Swim & Diving Gray MTWTh ISSCS S150 Recr Leadership O Connor G103 S219 Football Coach Struck F3-1 S227 Ther. for Phy. Hand T6 S231 Phys Ed for El Sch W's S400 Seminar in H PE, Rec French WTWTh G102 Home Economics S211 Nutrition & Diet Buell I103 Industrial Arts *S127 Craft Act El. Teach Ashbrook M8 *S151 Graphic Arts Honn I3 *S221 Carpt & Build Con Hammerlund I1 *S251 Printing Honn I3 S266 Ind. Arts Lab. Reed F8-2 Library *S262 Lib Ser Small Sch Speer L Mathematics S240 Intr. to Diff. Equa. McCormick M201 S430 Math of Finance Mills MTWTh M104	Health and Physical Educ. S104 Recr. Activities Hancock MTWTh S241 Intram Management Frye G103 S404 Appl. Physiology Frey MTWTh G102 Home Economics S231 Fam'ly Relations Conkey I200 Industrial Arts *S127 Craft Act El. Teach Ashbrook M8 *S151 Graphic Arts Honn I3 *S221 Carpt & Build Con Hammerlund I1 *S251 Printing Honn I3 Library *S262 Libr Ser in Sm Sch Speer L <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> 3:20-4:20 S214 Read Gui Adol Schlosser L </div> Mathematics S114 College Algehra McCormick M104 S211 College Geometry Ullsvik M201 * Double Period Class

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
<p style="text-align: center;">Music</p> <p>*S193 Music Wkshop Isted F7-2</p> <p>S235 Music Educ C1 Glenn</p> <p>*S293 Music Wkshop Isted F7-2</p> <p style="text-align: center;">Physical Science</p> <p>*S140 Gen Chemistry Gooding S305</p> <p>*S150 Gen Physics Smith S107</p> <p>*S207 Organic Chem Evans S309</p> <p style="text-align: center;">Social Science</p> <p>S111 Contem. Civil. Moore M202</p> <p>S115 Hist of U.S. Hess F2-2</p> <p>S121 Prin. of Economics Glasener M212</p> <p>S251 Amer. Government Tasher M203</p> <p>S253 Political Parties Browne F3-1</p> <p>S491 Seminar (To be arranged)</p> <p style="text-align: center;">Speech</p> <p>S110 Fund of Speech Van den Heurk F5-1</p> <p>S211 Phonetics Holmes F4-1</p>	<p style="text-align: center;">Music</p> <p>S151 Liter. of Music Boicourt F7-1</p> <p>*S193 Music Workshop Isted F7-2</p> <p>*S293 Music Workshop Isted F7-2</p> <p>S301 Form & Anal in Mus Peithman TWThF C1</p> <p style="text-align: center;">Physical Science</p> <p>*S140 Gen Chemistry Gooding S302</p> <p>*S141 Gen Chem Gooding S302</p> <p>*S150 Gen Physics Smith S107</p> <p>*S151 Gen Physics Cross S101</p> <p>*S207 Organic Chem Evans S312</p> <p>*S321 Physical Chem Evans S312</p> <p style="text-align: center;">Social Science</p> <p>S112 Contemp Civil Wade M212</p> <p>S113 Hist. of Civil. Brunk M202</p> <p>S116 Hist of U.S. Harper M206</p> <p>S235 Hist of the South Marshall M204</p> <p>S262 The Family Kinneman M210</p> <p>S419 Reser Prob, Loc His Waldron M211</p> <p style="text-align: center;">Speech</p> <p>S110 Fund of Speech Allen F4-1</p> <p>*S214 Speech Clinic Eckelman Clinic</p> <p>S221 Ana & Phys Sp Hr Clinic</p>	<p style="text-align: center;">Music</p> <p>S107 Music Apprec. Boicourt TWTh YW</p> <p>*S122 Gr. Instr Piano Knudson C1</p> <p>*S123 Gr. Instr. Piano Knudson C1</p> <p>S131 Gr. Instr Voice Westhoff F7-1</p> <p>S410 Expr Stud in M Ed Glenn F7-2</p> <p style="text-align: center;">Physical Science</p> <p>*S140 Gen. Chemistry Gooding S302</p> <p>*S141 Gen. Chemistry Gooding S302</p> <p>*S150 Gen Physics Smith S107</p> <p>*S151 Gen Physics Cross S101</p> <p>*S207 Organic Chem Evans S312</p> <p>*S321 Physical Chem Evans S312</p> <p style="text-align: center;">Social Science</p> <p>S114 Hist of Civil Hess F3-2</p> <p>S166 Int to Sociology Kinneman M210</p> <p>S211 Mod Econ Society Moore M202</p> <p>S229 Europe Since WW1 Harper M206</p> <p>S234 Rec Amer History Waldron M211</p> <p>S315 Public Finance Glasener M212</p> <p style="text-align: center;">Speech</p> <p>S110 Fund of Speech Van den Heurk F5-1</p> <p>S111 Voice & Diction Holmes F4-1</p> <p>*S214 Speech Clinic Eckelman Clinic</p>
• Double Period Class		

JULY 5 - AUGUST 27, 1948

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
<p align="center">Music</p> <p>S111 Music for El. Sch. Westhoff F7-1</p> <p>*S122 Gr. Inst. Piano Knudson C1</p> <p>*S123 Gr Instr Piano Knudson C1</p> <p>S360 Psych of Music Ed Isted F7-2</p>	<p align="center">Music</p> <p>S107 Music Apprec Boicourt TWTh Y W</p> <p>S150 Music Lit for Child Westhoff T207</p>	<p align="center">Music</p> <p>S245 Modern Music Boicourt YW</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">3:20-4:20</p> <p>S313 Choral Tech Knudson MTWTh F7-2</p> </div>
<p align="center">Physical Science</p> <p>*S141 Gen Chemistry Gooding S305</p> <p>*S151 Gen Physics Cross S101</p> <p>S321 Physical Chem Evans S312</p>	<p align="center">Physical Science</p> <p>S499 Thesis (To be arranged)</p>	<p align="center">Physical Science</p> <p>S264 Mod Physics Smith S107</p> <p>S274 Gen Science Harper S102</p>
<p align="center">Social Science</p> <p>S112 Contemp Civil Marshall M206</p> <p>S216 Amer. Ind. History Orr M204</p> <p>S220 Ancient History Brunk M202</p> <p>S254 Internat'l Relations Browne F3-1</p> <p>S436 Makers of Am Hist Tasher TWThF M203</p>	<p align="center">Social Science</p> <p>S111 Contem. Civil. Moore M202</p> <p>S115 Hist of U.S. Hess F3-2</p> <p>S218 Amer Life & Insti Tasher M203</p> <p>S243 Hist of Far East Waldron M211</p> <p>S363 Child Wel Service Kinneman M210</p> <p>S492 Thesis (To be arranged)</p>	<p align="center">Social Science</p> <p>S114 Hist of Civil Brunk M202</p> <p>S151 Pol. I. & P. of Ill. Orr M204</p> <p>S232 Hist of Am Frontier Harper M206</p> <p>S263 Social Pathology Wade M210</p> <p>S439 Cult. Hist. of U.S. Marshall M211</p>
<p align="center">Speech</p> <p>S232 Child Drama Allen Aud</p> <p>S259 Test & Conv Hear Clinic</p>	<p align="center">Speech</p> <p>S110 Fund of Speech Van den Heurk F5-1</p> <p>S212 Speech Re-educ Holmes F4-1</p> <p>S213 Adv. Sp. Re-educ. Eckelman Clinic</p>	<p align="center">Speech</p> <p>S132 Dram. Production Allen Aud</p> <p>S240 Teach Speech El Sch Parrett F4-1</p> <p>S251 Speech Reading Clinic</p>
		* Double Period Class

Music

S157. Methods and Materials of the Public Performance—(3) Mr. Peithman
A practical course concerned with the selection and staging of materials suitable for entertainments and programs of the school year. Designed especially for teachers, principals, and supervisors in need of such materials.

S256. Current Trends in Instrumental Music—(3) Mr. Isted
A course concerned with the administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

Physical Science

S145. Agricultural Organic Chemistry—(3) Miss Griffith
A study of aliphatic and aromatic compounds and their relationship to agriculture. For Agriculture students only. Prerequisite: Physical Science 144 (formerly Elementary Qualitative Analysis).

S499. Thesis or Research Project—(2 to 4) To be arranged
See page 59.

Social Science

S115. History of the United States—(3) Mr. Harper
See page 60.

S116. History of the United States—(3) Miss Cavanagh
See page 60.

S119. History of Illinois—(3) Miss Waldron
Planned especially for rural and elementary teachers who need a basis for the teaching of units in Illinois history.

S122. Economic Problems—(3) Mr. Glasener
A continuation of Social Science 121. Includes taxation, labor, agriculture, transportation, and foreign trade. Prerequisite: Social Science 121.

S261. The Community—(3) Mr. Kinneman
The structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

S358. Public Opinion and Propaganda—(3) Mr. Browne
Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

S491 and S492. Seminar and Thesis or Research Project—(2) and (2)
To be arranged
See page 62.

Speech

S212. Speech Re-Education—(3) Mr. Holmes
See page 62.

S241. Problems in Speech Education in the Secondary School—(3) Mr. Barber
Designed for secondary-school teachers. Includes an analysis of the speech needs of high-school students, the methods of meeting these needs in the classroom and in extraclass activities, the building of a course of study, classroom projects, and textbook analysis. Students who have had Speech 230 (formerly Teaching of Speech) or Student Teaching and Special Methods in Speech may not take this course for credit.

REGULAR SESSION COURSES

Agriculture

- S105. Genetics—(3) Mr. Hudelson
Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.
- S219. Economic Dairy Problems—(3) Mr. Hudelson
Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading, and judging of commercial products. Prerequisite: Agriculture 218.
- S225. Pork Production—(3) Mr. Hudelson
Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; principles of selecting and judging swine for breeding and marketing. Prerequisite: Agriculture 115.
- S231. Gas Engines and Tractors—(3) Mr. Young
Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.
- S232. Field Machinery—(3) Mr. Young
Repair and the adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.
- S235. Farm Shop Work—(3) Mr. Young
Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

Art

- S101. Art Activities for Elementary Schools—(3) Mr. Barford
Basic skills and media for carrying on art activities in elementary schools, including manuscript writing, lettering, bulletin-board arrangements, use of wax crayon and fingerpaint. Problems in color and design.
- S102. Art Activities for Elementary Schools—(3) Mr. Barford
Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition, including murals. Prerequisite: Art 101.
- S107. Art Appreciation—(1) Mr. Barford
The art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.
- S111. Art Fundamentals—(3) Miss Miller
Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique.
- S118. Landscape Composition and Sketching—(3) Miss Miller
A recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.
- S202. Teaching Art in Elementary Schools—(3) Miss Miller
Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels. Students who have had Art 203 may not take this course for credit.

S207. Art for Handicapped Children—(3)

Mr. Hoover

For teachers in Special Education. Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes.

S209. Weaving—(3)

Miss Ogle

Experiments in the use of wool, cotton, rayon, linen, jute, plastic, and metallic threads. Use of two- and four-heddle table and floor looms, inkle looms, card weaving, and various types of looms which can be made by the student. Emphasis upon pattern and texture in creating original designs.

S211. Crafts for Secondary Schools—(3)

Mr. Hoover

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. Prerequisite: Art 105 or 111.

S237. Advanced Studio—(3)

Miss Miller

Individual creative problems chosen by the student and approved by the instructor.

Biological Science

S105. Hygiene—(3)

Mr. Martens

The factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

S109 and S110. Natural Science Survey—(3) and (3)

Mr. Young, Mr. Moore

Given jointly by the Departments of Biological Science, Geography, and Physical Science. An appreciation of the values in the biological, earth and physical sciences in relation to the development of civilization and for everyday living. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

S111. General Biological Science—(3)

Mr. Martens

A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. This course is basic for all further courses in biology.

S121. Comparative Zoology—(3)

Mr. Moore

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present-day needs. Prerequisite: Biological Science 111.

S131. Comparative Botany—(3)

Miss McAvoy

Largely a morphological and taxonomic study of the Thallophytes and Bryophytes used to interpret broad principles of plant life. Prerequisite: Biological Science 112.

S132. Comparative Botany—(3)

Miss McAvoy

A study of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. Develops into a field course, in which facility in the ready identification of plants by means of keys and manuals and some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work. Prerequisite: Biological Science 131.

S145. Functional Anatomy—(3)

Mr. Moore

A course in biological science, including enough of the physiology and anatomy of vertebrates for the student to understand the structure and function of the human body. Special consideration to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

- S193. Health Education Center—(3 or 6) Mr. Lamkey, Mr. De Young,
Dr. Fitzgerald, Dr. Freeman, Miss Shea, and Miss Wilcox

Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a comprehensive health program. The instructional program, individual problems, recent health legislation, and health service procedures are considered. Other areas participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Credit applies in the Biological Science Department only. Prerequisite: Teaching experience or Biological Science 238.

- S201. Entomology—(3) Mr. Ries

Analysis of the structures by means of which insects are identified and classified. Damage to farm crops and animals is stressed and special attention is given to insects affecting man and his habitations. Prerequisite: Biological Science 111.

- S211. Introductory Bacteriology—(3) Mr. Lamkey

Yeasts, fungi, and bacteria are studied in relation to human welfare. For students in agriculture, home economics, sanitation, and science in general. Prerequisite: A laboratory course in Biological Science.

- S219 and S220. Natural Science—(3) and (3) Miss McAvoy, Mr. Miller,
Mr. Young

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary and junior high schools.

- S238. School Health—(3) Miss McAvoy

The teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. Prerequisite: Biological Science 105.

- S247. Sight-Saving Problems—(3) Miss Gray

Observations, lectures and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. Prerequisite: Biological Science 146.

- S293. Health Education Center—(3 or 6) Mr. Lamkey, Mr. De Young,
Dr. Fitzgerald, Dr. Freeman, Miss Shea, and Miss Wilcox

Same as Biological Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

- S300. Current Readings in Biological Science—(1) Miss Gray

Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

- S311. School and Community Sanitation—(3) Mr. Lamkey

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

S312. Administration of School Health—(3)

Mr. Lamkey

The administration and organization of school health education, presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

S405. The Sensory Organs—(3)

Miss Gray

The anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing, and sight saving.

S422 and S423. Biological Resources—(2) and (2)

Mr. Ries, Mr. Miller

The biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement, and in the economic life of the local community. In S422, individual problems are considered in the area of entomology, and in S423, in the area of plant pathology.

S428. Biological Resources—(5)

Mr. Ries

The location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

S491. Thesis or Research Project—(2 to 4)

To be arranged

A thesis or a research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

Business Education

S111. Elements of Business—(3)

Miss Wheeler

Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

S112. Typewriting—(3)

Miss Day

Designed to give a knowledge of the typewriter and to develop skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

S113. Typewriting—(3)

Miss Day

The objective is to develop individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high-school typewriting.

S115. Business English—(3)

Miss Wheeler

Fundamental principles that govern the several kinds of business letters and practical methods of writing the letters which arise from the more typical business situations. The course is a combined study of the business letter and practical English.

S117. Business Mathematics—(3)

Mr. Toll

A background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

S123. Shorthand—(3)

Miss Day

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. Prerequisite: Business Education 122 or one year of high-school shorthand.

S132. Accounting—(3)

Mr. Koepke

Corporation accounting leading to a consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. Prerequisite: Business Education 131.

S241. Business Law—(3)

Mr. Koepke

Law and its administration, contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Case materials are used to develop an understanding of legal principles.

S252. Economics of Business—(3)

Mr. Koepke

The purpose of the course is to adjust economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

S254. Advertising and Salesmanship—(3)

Mr. Toll

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is included and personnel development methods are used. Prerequisite: Business Education 252.

S257. Retailing—(3)

Mr. Toll

The organization and operation of retail stores and service establishments of various types with some consideration of the application of the content to distributive education and general business subjects of the high school. Whenever feasible, the local business community will be used as a laboratory for the observation and analysis of retailing practices. Students who have had Business Education 257 (formerly Distributive Business) may not take this course for credit. Prerequisite: Business Education 252.

Education and Psychology

EDUCATION

S107. Reading Methods—(3)

Miss Burris

Reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. Prerequisite: Education 108.

S108. Child Growth and Development—(3)

Miss Russell

Physical, mental, emotional, and social growth and development of children, and the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had Psychology 115 may not take this course for credit. Prerequisite: Education 109 and 110.

S109 and S110. Observation and Reading—(1) and (1)

Miss Burris

Activities of children and youth in a wide variety of situations; discovery of teaching problems through observation, reading, discussion, and some participation, providing professional background for the student's entire college preparation for teaching; use of reading at the adult level.

S121. Reading Clinic—(1)

Mr. Larsen and Miss McCain

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

S122. Parent-Teacher Association Clinic—(1)

Mr. Goodier and others

Purpose, program, and organization of parent teacher work, taught in co-operation with the Illinois Congress of Parents and Teachers. An intensive one-week course for teachers.

S135. Rural Education Clinic—(1 to 3)

**Mr. Larsen, Mr. Browne,
Miss Knudson, and Mr. Miller**

The curriculum and course of study of the rural school. One week each will be devoted to a study of music, natural science, and social science.

S162. Survey of Special Education—(3)

Mr. Goodier

Educational provisions for exceptional children; the partially sighted, physically handicapped, deaf and hard of hearing, mentally subnormal, gifted, and socially maladjusted. For all classroom teachers and administrators who wish general information in this field.

S203. Introduction to Philosophy of Education—(3)

**Mrs. Henderson,
Mr. Schroeder**

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisite: Senior standing and completion of all required education courses except Education 204, 210, and 215.

S204. School and Community Relations—(3)

Mr. Decker

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. Prerequisite: Education 211.

S205. Laboratory Reading Methods—(3)

Mrs. Catey

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Prerequisite: Education 107 and 210 or teaching experience.

S208. Elementary-School Tests and Measurements—(3)

Mr. Tiedeman

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. Prerequisite: Education 211.

S210. Student Teaching and Special Methods, Secondary—(4 or 8); Student Teaching, Elementary—(3 or 6)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. Prerequisite: Education 220, at least one semester of residence at Illinois State Normal University, satisfactory preparation in subject-matter fields, and the approval of the Director of Student Teaching. The residence requirement does not apply to transfers in the Special Education curriculum.

S211. American Public Education—(3)

Mr. Cole, Miss Force, Mr. Lichty

Organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. Prerequisite: Psychology 115 or Education 108.

S215. Student Teaching, Special Education—(3)

Differentiated according to area of major specialization. Work is done with children mentally retarded, physically handicapped other than in vision or hearing, partially sighted, deaf or hard of hearing, defective in speech, or socially maladjusted. Prerequisite: Education 210 or concurrent registration, or approved teaching experience.

- S219. Advanced Reading Clinic—(1)** **Mr. Larsen and Miss McCain**
Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. Prerequisite: Education 107 or 121.
- S220. Secondary Education—(3)** **Mr. Cole**
Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluation of the results of instruction. Prerequisite: Education 211.
- S224. Extracurricular Activities in Secondary Schools—(3)** **Mr. Lueck**
Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. Prerequisite: Psychology 115.
- S232. Early Childhood Education—(3)** **Miss Russell**
Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum, and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. Prerequisite: Education 211.
- S233. Middle-Grade Education—(3)** **Miss Russell**
Methods and materials in intermediate grades; instructional problems planned especially for teachers of the middle grades; the selection, organization, and use of curriculum materials; the program of activities, pupil appraisal. Prerequisite: Education 211.
- S236. Classroom Problems—(3)** **Miss Force**
Fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures, and curriculum activities; mental hygiene in the classroom; observation of and participation in solving problems such as group control, use of records and reports, selection of teaching materials, and evaluation of instruction. Prerequisite: Education 211.
- S240. Audio-Visual Education—(3)** **Mr. Cross**
Theory, materials, and methodology of audio-visual aids. Results of experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; methods of using audio and visual aids in the classroom. Technique in photography, making of slides and film strips, and practice in operating all types of audio-visual equipment. Prerequisite: Education 220 or 236.
- S243. Education of the Mentally Retarded—(3)** **Miss Ogurek**
Study of the objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records. To be taken with Student Teaching 215.
- S244. Education of the Partially Sighted—(3)** **Miss Donermeyer**
Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic. To be taken with Student Teaching 215.
- S245. Education of the Physically Handicapped—(3)** **Miss Bringhurst**
For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing, and vision. Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. To be taken with Student Teaching 215.

S327. Guidance—(2)

Mr. Lovell

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

S401. Introduction to Research—(3)

Mr. Lueck

Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

S403. Educational Statistics—(2)

Mr. Larsen

Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. Prerequisite: Education 401 or concurrent registration.

S412. Seminar in Curriculum Construction—(3)

Mrs. Henderson

Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the junior college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

S415. All-School Activities—(2)

Mr. Reusser

Organization of life of the elementary school in ways that give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school council, use of radio, and recreational program. School participation in suitable community projects.

S418. Evaluation Techniques—(2)

Mr. Tiedeman

Development of basic principles underlying programs of evaluation in the elementary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

S420. Improvement of Instruction—(2)

Mr. Houston

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervention, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

S431. School Administration—(3)

Mr. Decker

Selection, retention and improvement of teachers, curricula, records, school law, interpreting the school to the public, and other problems taken from the necessary experiences of public-school administrators.

S435. School Buildings—(2)

Mr. De Young

School sites, buildings, and equipment, with emphasis on planning of building programs. Includes visitation of buildings.

S441. Laboratory-School Administration—(2)

Mr. Carrington

Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination between theory and academic departments; ad-

mission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. Prerequisite: Teaching experience.

S450. Administration of Special Education—(2) Miss Parker

Methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, cooperating agencies, and public relations in the education of exceptional children.

S464. The Junior College—(3) Mr. Lichty

History and development, functions, curricula, instruction, and personnel problems of the junior college. The junior college in relation to other units of the educational system is studied.

S499. Thesis or Research Project—(2 or 3) To be arranged

Independent study culminating in a thesis or a carefully written report on a research problem.

PSYCHOLOGY

S111. General Psychology—(3) Mr. Dillinger, Mr. Lancaster

Scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, and personality development.

S115. Educational Psychology—(3) Miss Force, Mr. Lancaster

Training for prospective high-school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 108 may not take this course for credit. Prerequisite: Psychology 111.

S212. Social Psychology—(3) Mr. Lovell

Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods used in the organization and development of morale. Prerequisite: Psychology 111.

S227. Psychology of Exceptional Children—(3) Miss Parker

Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. Prerequisite: Psychology 115 or Education 108.

S234. Mental Hygiene—(3) Mr. Dillinger

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. Prerequisite: Psychology 115 or Education 108.

S301. Advanced Educational Psychology—(3) Mr. Dillinger

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. Prerequisite: Psychology 115.

S311. Psychology of the Mental Deviate—(3) Mr. Marzolf

Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. Prerequisite: Biological Science 145, and Psychology 115 or Education 108.

S321. Child Psychology—(3) Mr. Tiedeman

Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

- S425. **Individual Mental Testing—(2)** Miss Parker
Training in individual mental testing by use of the Terman-Merrill Revision of the Binet. Prerequisite: Psychology 234.
- S432 and S433. **Psychological Clinic—(2) and (2)** Mr. Marzolf
Actual clinical practice in the Psychological Counseling Service. Gives students training in individual psychological diagnosis. Two triple periods per week. Prerequisite: Psychology 411.
- S499. **Thesis or Research Project—(2 or 3)** To be arranged
Independent study culminating in a thesis or a carefully written report on a research project.

English

- S102. **Folk Literature for Children—(3)** Miss Nelson
Fairy and folk tales, myths, legends, and fables suitable for children.
- S110. **English Composition—(3)** Mr. Griffin
The principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior training. Recommended for returning students who need additional work in mechanics, even though they received credit in grammar and composition before 1938.
- S111. **English Composition—(3)** Miss Nelson, Miss Okerlund
The principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in the modern essay. Prerequisite: English 110 or exemption.
- S122. **Survey of English Literature—(3)** Mr. Griffin
English literature of the Romantic, Victorian, and later periods. Students who have had English 213 or 214 may not take this course for credit.
- S132. **American Literature—(3)** Miss Henline
A survey of American literature from 1855 to 1914.
- S165. **Journalism—(3)** Mr. Brigham
The principles of newspaper writing, with special attention to straight news, interviews, speech stories, features, and sports. Members of the class serve as reporters on *The Vidette*.
- S202. **Modern Literature for Children—(3)** Miss Nelson
Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. Prerequisite: One course in children's literature.
- S203. **Verse for Children—(3)** Miss Hinman
Poetry for use in the elementary grades. Prerequisite: One course in children's literature.
- S212. **English Literature 1600-1780—(3)** Miss Teager
Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson. Students who have had English 121 may not take this course for credit.
- S214. **English Literature 1830-1900—(3)** Mr. Griffin
Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had English 122 may not take this course for credit.

S219. Shakespeare—(3) Mr. Hiett
Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.

S231. American Literature Since 1914—(3) Miss Henline
Contemporary trends in thought and in expression of current problems.

S233. Creative Writing—(3) Mr. Brigham
Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by student's individual interests.

S244. The Novel—(3) Miss Teager
An approach to the modern novel through literary history, methods of criticism, and relation of the novel to social background. Individual selection of reading from early to late novels.

S254. World Literature—(3) Miss Okerlund
An introduction to great books in classical, Oriental, and modern literatures, designed to deepen the student's cultural background and to help him appreciate other civilizations. Students who have had English 150 may not take this course for credit.

S275. English Grammar—(3) Mr. Hiett
An historical and descriptive study of the sentence and its parts. Students who have had English 105 may not take this course for credit.

S401. Development of the English Language—(3) Mr. Hiett
Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

S411. Chaucer—(2) Miss Teager
The life of Chaucer as revealed through his active participation in the practical affairs of his time. Careful reading of *The Canterbury Tales*, with attention to the special problems involved in teaching Chaucer effectively in the high school.

S430. Nineteenth-Century American Literature—(2) Miss Henline
Concentration upon the great literary figures of the middle of the century, especially those usually taught in high school—Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

S451. Thesis—(3) To be arranged
Independent study culminating in a thesis.

Foreign Languages

FRENCH

S113. First-Year French—(9) Miss Ellis
An intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

LATIN

S132. Selections From Caesar's Gallic and Civil Wars—(3) Miss Connell
Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. Prerequisite: Latin 112 or four years of high-school Latin.

Geography

(Including Geology)

S103. Geography of the Peoples of the World—(3) Miss Crompton

A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the Elementary Education Curriculum. Students who have had Geography 102 (formerly General Regional Geography) may not take this course for credit. Prerequisite: Geography 101 or 110, or Natural Science 109 and 110.

S111. Physical Geology—(3) Mr. Barton

Processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks, minerals, and soil formation. One half-day field trip required.

S113. Economic Geography—(3) Mr. Barton

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of World War II. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S114. Geography of North America—(3) Mr. Lathrop

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing, and presenting geographical data. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S212. Geography of Illinois—(3) Miss Crompton

Regional approach to the study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S217. Geography of Europe—(3) Miss Crompton

Europe based upon regions. Presents importance and possible future of each in the light of geographic conditions. Attention to the geographic basis of World War II. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S218. Geography of Africa and Australia—(3) Mr. Barton

A regional study giving emphasis to those portions which are most densely populated and where civilization is most highly developed. The significance of these continents in world affairs. Approximately two-thirds of the time is devoted to Africa and one-third to Australia. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S222. Field Geography of Western United States and Southwestern Canada—(9) Given in 1948 and alternate years. Mr. Watterson

A field course through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the field, and the eighth week on the campus completing the study begun in the field. Credit in geography and history. Prerequisite: Three semester hours of geography, or teaching experience.

S306. Political Geography—(3)

Mr. Lathrop

Geography as a factor in the differentiation of political phenomena over the earth. The modern state in relation to the elements of the natural environment. The interrelationships of nations in their geographical setting. Europe as the developing center of political ideologies that have spread throughout the world.

S401. Pro-Seminar—(3)

Mr. Lathrop

The philosophy of geography that distinguishes it from the other social sciences on the one hand and from the related earth sciences on the other. The study of what constitutes good geographic writing. Training in research and methods and practices in writing.

S424. Thesis—(3 or 4)

To be arranged

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

Health and Physical Education

COURSES FOR MEN AND WOMEN

S113. Swimming and Diving—(1)

Mr. Frye, Miss Gray

Arranged primarily for beginners in swimming and diving. Special attention to individual needs.

S115. First Aid—(3)

Mr. Hancock

The standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

S150. Recreational Leadership—(3)

Mr. O'Connor

Recreational leadership, its significance, functions, objectives, methods of operation, and relationship in school and community recreation programs.

S210. Organization and Administration of Physical Education—(3) Mr. Gillett

Factors concerning the administration of a physical education program at the elementary and secondary level; organization, classification, and facilities.

S227. Therapy for Physically Handicapped—(3)

Special services, equipment, and activities used in the rehabilitation of physically-handicapped children. Case studies, observation, and demonstration.

S230. Physical Education for Secondary Schools—(3)

Miss French

The factors essential to program planning in physical education on the secondary level. Types and gradations of activities included.

S231. Physical Education for Elementary Schools—(3) Miss Frey, Miss Gray

The factors essential to program planning in physical education on the elementary level. Types and gradations of activities included.

COURSES FOR MEN

S101. Recreational Activities—(1)

Mr. Frye

S104. Recreational Activities—(1)

Mr. Hancock

S132. Scouting—(3)

Mr. Horton

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. Offered for students who wish to combine scouting with their other teaching duties.

S219. Football Coaching—(3)

Mr. Struck

The professional preparation of coaches in football.

- S221. Basketball Coaching—(3) Mr. Struck
The professional preparation of coaches in basketball.
- S228. Diagnosis and Treatment of Athletic Injuries—(3) Mr. Horton
Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. Prerequisite: Health and Physical Education 242.
- S241. Intramural Management—(3) Mr. Frye
The administration of the intramural program of the high school. Students who have had Health and Physical Education 213 or 214 may not take this course for credit.

COURSES FOR WOMEN

- S101. Recreational Activities—(1)
- S102. Recreational Activities—(1)
- S103. Recreational Activities—(1)
- S104. Recreational Activities—(1)
- S108. Recreational Activities—(1) Miss Frey
Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.
- S116. Fundamentals of Rhythm—(1) Miss Gray
Development of fundamental skills in rhythmic activities, including a study of the analysis of rhythmic forms.
- S301. Evaluation Techniques in Physical Education—(3) Miss French
Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project.
- S308. Teaching of Rhythmic Activities—(2) Miss Gray
Evaluation of dance methods; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance in actual school situations.
- S400. Seminar in Health, Physical Education, and Recreation—(2) Miss French
Reports and evaluation of selected research studies, proposed problems and theses plans; review of recent writings; practice in professional discussions and in committee projects.
- S404. Applied Physiology—(2) Miss Frey
The application of human physiology to the teaching of physical education; the effects of exercise on the heart, lungs, circulation, and respiration; discussion of current studies pertinent to tests of physical efficiency.
- S406. Mechanical Analysis of Sports—(2)
Principles of physics applied to body movement; analysis of body positions and modes of locomotion; muscular and mechanical analysis of selected sports skills.
- S499. Thesis or Research Project—(2 to 4) To be arranged
Independent study culminating in a thesis or a carefully written report on a research project.

Home Economics

S106. Nutrition—(3)

Miss Buell

An elementary course which emphasizes the role of nutrition in the development of the individual. Dietary problems of different ages and their social and economic implications will be stressed. This course is planned for students in Special Education but may be elected in the Elementary or other curricula.

S113. Meal Planning—(3)

Miss Buell

The marketing situation, with emphasis on the responsibility of the home-maker as a consumer. Preparation of foods suitable for dinners. Prerequisite: Home Economics 111.

S132. Home Management—(3)

Miss Conkey

Relative values in operating a home for successful family life. Laboratory experimentation in selected phases of housekeeping.

S136. Home Management Experiences—(3)

Miss Conkey

Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. Prerequisite: Home Economics 113.

S211. Nutrition and Dietetics—(3)

Miss Buell

Fundamental principles of nutrition and dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations. Prerequisite: Home Economics 113 and Physical Science 120.

S231. Family Relationships—(3)

Miss Conkey

Factors involved in home and family relationships; choosing a mate and preparation for marriage; legal aspects of marriage and divorce; common problems of family life including analysis and possible solutions.

S236. Home Administration—(3)

Miss Conkey

Practical application of knowledge acquired in previous courses in home economics. Senior students reside together for a period of nine weeks and assume all homemaking responsibilities, including managerial and social problems involved in group living. Prerequisite: Home Economics 132, 211, and 231.

Industrial Arts

S111. Engineering Drawing—(3)

Mr. Reed

The study and practice of the fundamental techniques of the different types of projection and projection instruments used in drafting.

S114. Machine Drawing—(3)

Mr. Reed

Machine drafting involving the use of hand books and tabular and formula information in the development of detail and assembly drawings. Prerequisite: Industrial Arts 111.

S122. Furniture Upholstering and Finishing—(3)

Mr. Hammerlund

The fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

S127. Craft Activities for Elementary Teachers—(3)

Mr. Ashbrook

Opportunity for persons interested in crafts work to obtain experiences in the use of handcraft tools, materials and operations. Emphasis placed on student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

- S131. General Metalwork—(3)** **Mr. Reed**
Basic information, processes, and safety in benchwork, machine practice, and heat treatment of steel. Prerequisite: Industrial Arts 111 or one unit of high-school mechanical drawing.
- S151. Graphic Arts—(3)** **Mr. Honn**
A general survey of the graphic arts industries. Designed for students with teaching fields in art and industrial arts, as well as for experienced teachers in art, industrial arts, and journalism who wish to gain knowledge and skill in certain graphic arts processes.
- S221. Carpentry and Building Construction—(3)** **Mr. Hammerlund**
Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.
- S223. Woodworking—(3)** **Mr. Hammerlund**
Advanced woodworking and problems of case goods construction. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied. Prerequisite: Industrial Arts 121.
- S231. Machine Shop Practice—(3)** **Mr. Reed**
Computing data for and practice in setting up and operating the machine lathe, milling machine, shaper, drill press, grinder, and other metal working equipment. Prerequisite: Industrial Arts 131.
- S251. Printing—(3)** **Mr. Honn**
Imposition, cylinder presswork, stock cutting and handling, and bindery work. Admission by consent of the instructor. Hours for conference to be assigned. Prerequisite: Industrial Arts 151 or practical experience in printing.
- S266. Industrial Arts Laboratory—(3)** **Mr. Reed**
History, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information concerning this type of industrial arts shop. Students who have had Industrial Arts 261 (formerly Methods of Teaching Industrial Arts) or 262 may not take this course for credit. Prerequisite: Twelve semester hours of industrial arts.
- S267. Driver Education and Traffic Safety—(3)** **Mr. Ashbrook**
Designed to acquaint secondary-school teachers with the available instructional materials in this field and the methods used in presenting such materials in the classroom and in the training car on the road. Laboratory practice will include traffic fundamentals and basic maneuvers of behind-the-wheel instruction.

Library

- S212. The Library as an Information Center—(3)** **Miss Speer**
Familiarity with reference tools and books for the high school; methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material; and techniques for training pupils to use library materials.
- S214. Reading Guidance for Adolescents—(3)** **Mrs. Schlosser**
An acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; an ability to evaluate books and to stimulate junior and senior high-school pupils to read.
- S216. Informational Books—(3)** **Miss Hinman**
An acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the first six grades to read them.

S252. Cataloging and Classification of Books—(3)

Miss Speer

Instruction and practice in the classification and cataloging of library materials. Students who have had Library 262 may not take this course for credit.

S262. Library Service in the Small School—(3)

Miss Speer

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloging, and classification of school library materials. Students who have had Library 252 or 253 may not take this course for credit.

Mathematics

S101. Arithmetic in Modern Life—(3)

Mr. Ullsvik

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

S113. Advanced Trigonometry—(3)

Mr. Mills

Fundamental identities, graphs of trigonometric functions, trigonometric equations, inverse functions, introduction to spherical trigonometry and its applications. Prerequisite: Mathematics 106 and 111.

S114. College Algebra—(3)

Mr. McCormick

Brief review of elementary algebra; theory of exponents, radical equations, graphs of quadratic functions, determinants, ratio, proportion, variation, progressions, binomial theorem, complex numbers, and certain topics in the theory of equations. Prerequisite: One and one-half units of high school algebra or Mathematics 105.

S116. Integral Calculus—(3)

Mr. McCormick

Elements of the integral calculus and applications selected from many fields of study. Indefinite and definite integrals, areas, lengths of curves, volumes, multiple integration, work and pressure integrals, center of gravity, and moment of inertia. Prerequisite: Mathematics 115.

S201. Foundations in Arithmetic—(3)

Mr. Mills

A background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. Prerequisite: Mathematics 101.

S211. College Geometry—(3)

Mr. Ullsvik

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. Prerequisite: Mathematics 115.

S230. Survey of Mathematics—(3)

Mr. Ullsvik

A critique of high-school and college mathematics. An intensive survey of the processes, operations, and applications of mathematics. Prerequisite: Mathematics 116.

- S240. **Introduction to Differential Equations—(3)** Mr. McCormick
The solutions of elementary differential equations, with simple applications.
Prerequisite: Mathematics 116.
- S430. **Mathematics of Finance—(2)** Mr. Mills
Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. Prerequisite: Mathematics 114.
- S499. **Thesis or Research Project—(2)** To be arranged
A thesis or research project dealing with a specific problem in the teaching of mathematics.

Music

- S107. **Music Appreciation—(1)** Miss Boicourt
Much listening to music to enrich the student's experience and increase his enjoyment of it.
- S111. **Music for Elementary Schools—(3)** Miss Westhoff
Practical course in singing for students in the Elementary and Special Education Curricula who have had little experience in music.
- S122. **Group Instruction in Piano—(3)** Miss Knudson
Practical instruction in playing piano for students who have had limited or no playing experience on piano.
- S123. **Group Instruction in Piano—(3)** Miss Knudson
Practical instruction in playing piano for students who have had playing experience on piano.
- S131. **Group Instruction in Voice—(3)** Miss Westhoff
Practical course in singing for students who have not had previous instruction in voice. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.
- S150. **Music Literature for Children—(3)** Miss Westhoff
Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.
- S151. **Literature of Music—(3)** Miss Boicourt
A course to acquaint the student with an abundance of music literature from the cultural point of view. Illustrations from library of records will be used.
- S193. **Music Workshop—(3 or 6)** Mr. Isted
See page 63 for description.
- S235. **Music Education—(3)** Mr. Glenn
A survey of music in grades four through eight; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program.
- S245. **Modern Music—(3)** Miss Boicourt
A study of twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, and war upon music.
- S293. **Music Workshop—(3 or 6)** Mr. Isted
See page 63 for description.

***S301. Form and Analysis in Music—(2)**

Mr. Peithman

The structure of much classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

***S313. Choral Techniques—(2)**

Miss Knudson

Laboratory in conducting for directors of experience with emphasis on the clinical aspects of the chorus rehearsal, contemporary choral practices, motivation, repertoire and source material, interpretation, and program building. Participation in the Summer Session Chorus or University Choir is required. Prerequisite: Two courses in conducting or practical experience.

***S360. Psychology of Music Education—(3)**

Mr. Isted

An investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.

***S410. Experimental Studies in Music Education—(3)**

Mr. Glenn

The application of contemporary theories of learning to music education, a survey of research in music education, and a survey of research in related areas and the application of the findings to learning in music education. A project concerned with music learning is required.

Physical Science

S140. General Chemistry—(6)

Mr. Gooding

The first half of a two-semester sequence, including fundamental principles. Students who have had Physical Science 120 may not take this course for credit.

S141. General Chemistry—(6)

Mr. Gooding

A continuation of Physical Science 140 including the metals. Prerequisite: Physical Science 140.

S150. General Physics—(6)

Mr. Smith

The first half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat.

S151. General Physics—(6)

Mr. Cross

A continuation of Physical Science 150 including elementary magnetism, electricity, electronics, optics, and radiation.

S207. Elementary Organic Chemistry—(6)

Mr. Evans

The first of a series embracing the study of aliphatic compounds together with laboratory practice on preparations and reactions. Prerequisite: Physical Science 141.

S264. Modern Physics—(3)

Mr. Smith

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Prerequisite: Eight semester hours each in physics and chemistry, and Mathematics 115.

S274. General Science—(3)

Miss Harper

For teachers of general science in the elementary, junior, and senior high schools. Objectives of general science; selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. Prerequisite: Physical Science 140 and 150.

S321. Physical Chemistry—(5)

Mr. Evans

First of a series in theoretical chemistry dealing with the properties of gases, liquids, solids, solutions, elementary thermodynamics, and colloids. Prerequisite: Physical Science 151, 204, and Mathematics 116.

S499. Thesis or Research Project—(2 to 4)

To be arranged

Each student will select a problem for intensive investigation.

*Pending action of the Teachers College Board on May 3, 1948.

Social Science

- S111. Contemporary Civilization—(3)** Mr. Moore
Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.
- S112. Contemporary Civilization—(3)** Miss Marshall, Mr. Wade
A continuation of Social Science 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.
- S113. History of Civilization and Culture—(3)** Mrs. Brunk
Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.
- S114. History of Civilization and Culture—(3)** Mrs. Brunk, Mr. Hess
A continuation of Social Science 113. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.
- S115. History of the United States—(3)** Mr. Hess
The colonial and the national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.
- S116. History of the United States—(3)** Mr. Harper
A continuation of Social Science 115 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.
- S121. Principles of Economics—(3)** Mr. Glasener
Economic thought and current theory. Emphasis upon the theory of value and of distribution.
- S151. Political Institutions and Practices of Illinois—(3)** Mr. Orr
The growing needs of Illinois citizens considered as the determining factors in the evolution, expansion, and activity of the state's governmental institutions. Prepares teachers to interpret Illinois political institutions and practices to junior and senior high-school students.
- S166. Introduction to Sociology—(3)** Mr. Kinneman
Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.
- S211. Modern Economic Society—(3)** Mr. Moore
The economic system of the United States with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, and international trade and finance. Prerequisite: Twelve semester hours in social science.
- S216. American Industrial History—(3)** Mr. Orr
The industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. Prerequisite: Social Science 115 or 116.
- S218. American Life and Institutions—(3)** Miss Tasher
A continuation of Social Science 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

S220. Ancient History—(3)

Mrs. Brunk

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion, and science presented against a political, economic, and social background. Prerequisite: Social Science 113.

S229. Europe Since World War I—(3)

Mr. Harper

The treaties which closed World War I as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, World War II and its aftermath. Prerequisite: Twelve semester hours in social science.

S232. History of the American Frontier—(3)

Mr. Harper

The westward movement and the influence of the frontier on American life and institutions. Prerequisite: Twelve semester hours in social science.

S234. Recent American History—(3)

Miss Waldron

The more recent period of American history with emphasis on the heritage from the nineteenth century, the progressive era, social and cultural developments of the twentieth century, World Wars I and II and the aftermath. Prerequisite: Social Science 116.

S235. History of the South—(3)

Miss Marshall

The characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. Prerequisite: Social Science 115.

S243. History of the Far East—(3)

Miss Waldron

The peoples and problems of the Orient with reference to their internal development and the part they play in world politics. Prerequisite: Twelve semester hours in social science.

S251. American Government—(3)

Miss Tasher

The services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

S253. Political Parties—(3)

Mr. Browne

The American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

S254. International Relations—(3)

Mr. Browne

The problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to the future.

S262. The Family—(3)

Mr. Kinneman

The family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

S263. Social Pathology—(3)

Mr. Moore

Crime and delinquency, problems of personal maladjustment, the influences of community disorganization, and other problems arising from the impact of mechanization.

S315. Public Finance—(3)

Mr. Glasener

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

S363. Child Welfare Services—(3)

Mr. Kinneman

Examination of the policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements. Designed for students in Special Education and others interested in society's responsibility to children.

- S419. Research Problems in Local History—(3) Miss Waldron
For advanced students who are interested in an intensive study of a problem connected with the political, cultural, and social development of Illinois.
- S436. Makers of American History—(2) Miss Tasher
The interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.
- S439. Cultural History of the United States—(3) Miss Marshall
American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.
- S491 and S492. Seminar and Thesis or Research Project—(2) and (2)
To be arranged
Independent study and research culminating in a thesis or research project.

Speech

- S110. Fundamentals of Speech—(3) Miss Allen, Miss Van den Heurk
Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones.
- S111. Voice and Diction—(3) Mr. Holmes
The study of voice, speech sounds, and acceptable spoken language; practice in the use of acceptable spoken language.
- S132. Dramatic Production—(3) Miss Allen
Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.
- S211. Phonetics—(3) Mr. Holmes
The production and representation of English (American) speech sounds with emphasis toward speech re-education.
- S212. Speech Re-education—(3) Mr. Holmes
Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. Prerequisite: Speech 110.
- S213. Advanced Speech Re-education—(3) Miss Eckelman
Defective speech arising from pathological conditions; stuttering; methods of re-education. Prerequisite: Speech 212.
- S214. Speech Clinic—(1 to 6) Miss Eckelman
Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212.
- S221. Anatomy and Physiology of Hearing and of Speech—(3)
The anatomy and physiology of the ear and organs of speech beginning with their embryological development; dissection displays, models, slides. Prerequisite: Biological Science 145 and 146.

S232. Children's Drama—(3)

Miss Allen

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in the Children's Theatre with participation in the preparation of one play with children.

S240. The Teaching of Speech in the Elementary School—(3)

Miss Parret

Designed to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of speech that may arise on the elementary-school level. Discussion and observation of classroom activities that may be utilized for the exercising and improvement of speech skills. Prerequisite: Speech 110 or concurrent registration.

S251. Speech Reading—(3)

A survey of the methods of teaching speech reading (lip reading) to hard of hearing; observation of class procedures for the hard-of-hearing child; development of student's ability in speech reading.

S259. Testing and Conservation of Hearing—(3)

The use of equipment for determining hearing loss; the interpretation of test results; giving hearing tests. Hygiene of hearing apparatus; methods of stimulating the use of residual hearing; the use of individual and group hearing aids. Students who have had Speech 250 or 256 may not take this course for credit.

Workshops*

Staff members for workshops are listed by the departments concerned with the descriptions of courses.

S193. Education and Music Workshops—(3 or 6)

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

During the intersession workshop opportunities will be confined to the Department of Education. The workshop sponsored by the Palmer Foundation and taught by Mr. Goodier will be in the field of character education. During the regular summer session, a workshop will be offered by the Department of Music. Participants may prepare study programs, worksheets, units, reading lists, tests, manuscripts for teacher or student use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments may be organized. Rural and town school programs in the various subject areas may receive emphasis. Participants will select their own problems for investigation. Members with similar interests probably will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and staff. The amount of credit to be earned and the department in which work is to be done must be determined at the time of registration. Prerequisite: Teaching experience and possible departmental requirements in terms of work to be done.

S293. Education and Music Workshops—(3 or 6)

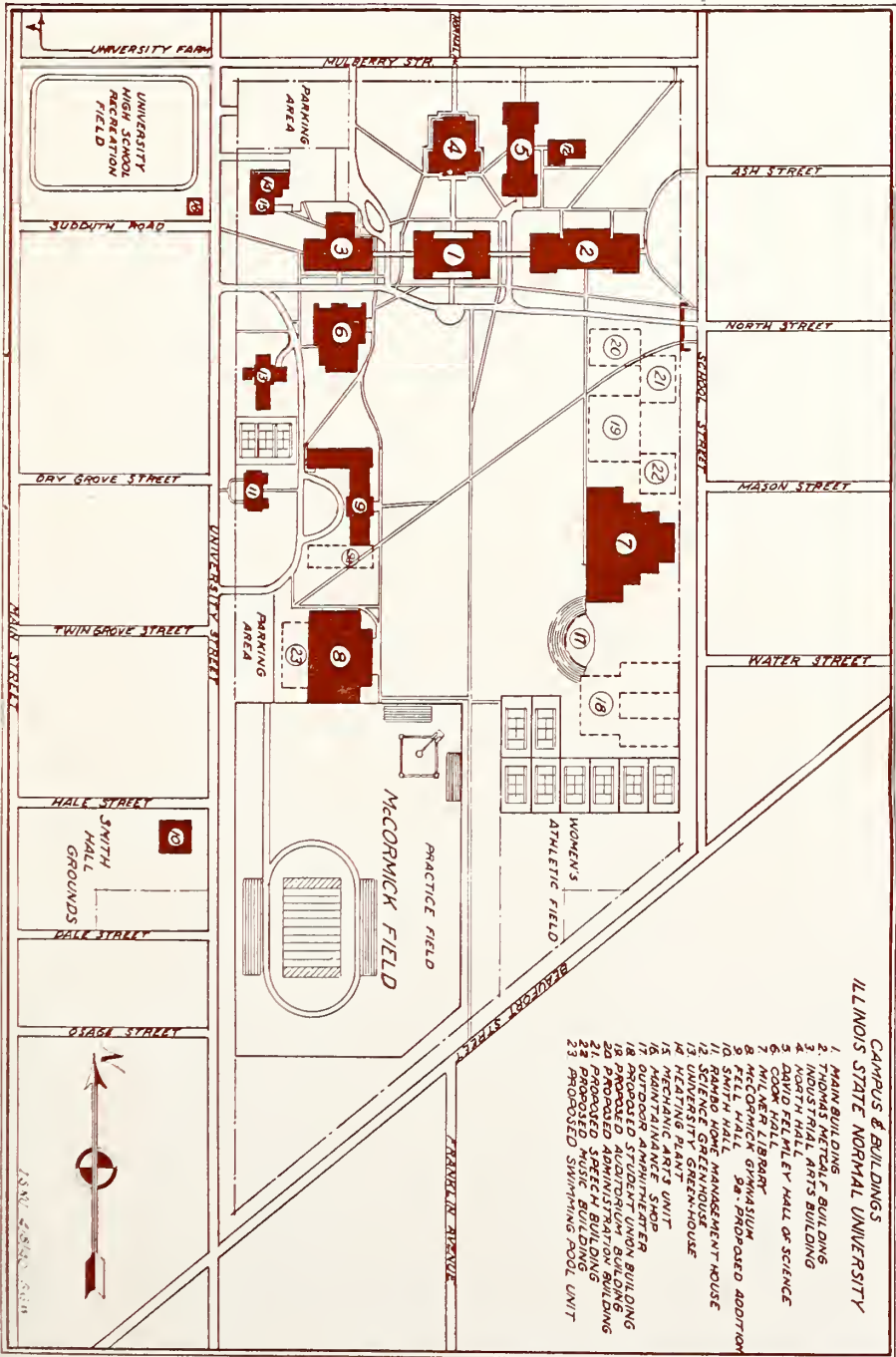
Same as S193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

*Six semester hours of workshop credit is the maximum which may be applied toward graduation. For the description of the Health Education Center see Biological Science S193 and S293.



CAMPUS & BUILDINGS ILLINOIS STATE NORMAL UNIVERSITY

1. MAIN BUILDING
2. THOMAS METCALF BUILDING
3. UNIVERSITY ARTS BUILDING
4. NORTH HALL
5. DAVID FELMLEY HALL OF SCIENCE
6. COOK HALL
7. MCCORMICK GYMNASIUM
8. MCCORMICK GYMNASIUM
9. FELL HALL
10. SMITH HALL
11. SMITH HALL
12. SCIENCE GREENHOUSE
13. UNIVERSITY GREENHOUSE
14. UNIVERSITY GREENHOUSE
15. UNIVERSITY GREENHOUSE
16. UNIVERSITY GREENHOUSE
17. OUTDOOR AMPHITHEATER
18. PROPOSED STUDENT UNION BUILDING
19. PROPOSED ADMINISTRATION BUILDING
20. PROPOSED SPEECH BUILDING
21. PROPOSED SPEECH BUILDING
22. PROPOSED SPEECH BUILDING
23. PROPOSED SWIMMING POOL UNIT



*INTERSESSION

June 12 - July 2



Three weeks. Three semester hours credit. A total of 63 courses available from 15 departments.

OF SPECIAL INTEREST TO:

1. Teachers in service desiring to add as much as possible to their educational preparation during the summer.
2. Those accepting positions calling for instruction in some field where additional study is necessary.
3. Regular students desiring to shorten the period of time necessary for graduation.
4. Service men and women who wish to accelerate their college programs.

*Beginning with the summer of 1949, Illinois State Normal University will resume the pre-war calendar of an eight-weeks summer session. The intersession was an emergency measure.

GENERAL CATALOG

Summer school students who are interested in more complete information concerning University regulations and activities may secure a general Catalog by writing to the Registrar of the University.